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ABSTRACT

This curriculum is designed to increase junior high and high school students' awareness of their own and other people's paradigms, and how those paradigms influence beliefs, interactions, and relationships. The lessons have been developed to foster ongoing learning in heterogeneous classroom communities that seek to understand and value diverse perspectives. The curriculum is divided into four units. Unit A, "My Perspective," focuses on understanding perspectives and where they come from. Unit B, "Other Perspectives," focuses on developing awareness of different perspectives. Unit C, "Accepting Others," emphasizes developing skills and attitudes for valuing different perspectives. Unit D, "Working Together," looks at applying perspective-taking skills to improve group decisions. Each unit comprises lessons which contain activities that include readings, discussions, group and individual reflections, cooperative learning groups, and individual assignments. Lessons also include reflection questions for the teacher or other adult facilitators to contemplate prior to presenting the lesson, as well as questions to reflect upon with the students. An adaptation section provides suggestions for lesson modification for students with disabilities. Another section discusses how the curriculum can be used to meet graduation standards. Sample letters are also provided to communicate with students' families on the curriculum. (Contains 13 references.) (CR)

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Lessons for Understanding

a junior high and high school curriculum on perspective-taking

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My
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Other
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Accepting
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Working
Together

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Marilyn Nelson
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UNIVERSITY OF MINNESOTA

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Intro

Lessons for Understanding

Overview

Teacher's Notes

The overall goal of *Lessons for Understanding* is to increase students' awareness of their own and other people's paradigms, and how those paradigms influence beliefs, interactions, and relationships. The lessons have been developed to foster ongoing learning in heterogeneous classroom communities that seek to understand and value diverse perspectives.

A previously developed curriculum (*Lessons for Inclusion*, Vandercook et al., 1993) focuses on helping children to recognize their own strengths and those of their classmates, and to understand the importance of including others, being a friend, and having a cooperative attitude. These outcomes and the strategies used in the *Lessons for Understanding* curriculum are based upon the authors' experiences and their interpretation of "best practice."

Lessons for Understanding grows out of an emerging awareness that in order to attain sustained change of behavior, it is necessary to be aware of, and willing to examine, the paradigms underlying behavior, as well as to understand, value, and be influenced by, the perspectives or paradigms underlying the behavior of others. In other words, "best practices" (information and theories that are rational, practical, or even data-based), do not necessarily result in sustained behavior change. How we act and behave is influenced by deeply embedded assumptions and theories-in-use that develop over time and are shaped by culture and habit (Osterman & Kottkamp, 1993). These assumptions are frequently difficult to articulate or identify at a conscious level.

Curriculum Features

A unique feature of *Lessons for Understanding* is the inclusion of reflection questions for the teacher or other adult facilitator to contemplate prior to presenting the lesson, as well as questions to reflect upon with the students as a part of each lesson. It is hoped that the classroom reflection and dialogue generated by these questions and the lesson activities will raise awareness of our own and other's perspectives, and increase our ability to value different perspectives. Ultimately, the goal of *Lessons for Understanding* is that the class will experience "together we're better" through increased awareness and increased skill development.

A second unique feature of this curriculum is an intentional focus on communicating the *Lessons for Understanding* content to parents or other adults in the students' lives by providing out-of-class assignments for engaging in the material at home or in the community. The inclusion of this community-to-school connection comes from a desire to explicitly support an active partnership among family, community members, teachers, and students to everyone's learning.

Lessons for Understanding is designed to stand on its own to help students, teachers, and others become more aware of their own paradigms, be open to understanding and valuing others' paradigms, and to use this new awareness to work more effectively with others. *Lessons for Understanding* would also be an excellent companion piece for a curriculum such as *Lessons for Inclusion* in which a new or expanded way of thinking about oneself or others is the goal. It would serve well as Family and Life Science, Language Arts, or Health units, or as an introductory support to a social studies unit or a unit on human relations and diversity.

It is the authors' intention that students with disabilities will be included in the delivery of the curriculum. To support that outcome, the lessons have been designed to include active learning approaches, and adaptations for participation are suggested in the *Adaptation Suggestions* (page 9).

Curriculum Units

The curriculum is divided into four units. In each unit, lessons build upon one another in order to achieve the intended outcomes of each unit. In turn, the units build upon one another to achieve the four goals of the curriculum —

- Increased awareness and understanding of students' own viewpoints and the perspectives of others.
- Increased acceptance of differing perspectives.
- Increased skill in responding flexibly to various perspectives.
- Increased skill in working productively with others.

Unit A—My Perspective focuses on understanding perspectives and where they come from. The student objectives are —

- Use vocabulary words (beliefs, values, experiences, feelings, perspective) appropriately in sentences.
- Define each vocabulary term in own words.
- Identify personal perspectives on various topics.
- Describe how personal or family values and beliefs influence perspective.
- Describe how experience and knowledge influence perspectives.
- Describe how feelings influence personal perspectives.
- Describe how beliefs and values influence personal perspectives.
- Identify benefits of understanding other people's perspectives.
- Identify situations where perspective changed after gaining new information or additional experience.
- Form a personal perspective after gaining new information on a topic.
- Identify different feelings resulting from changes in experiences.
- Recognize how feelings influence personal perspective and how personal perspective influences feelings.
- Clearly state a perspective on a given topic.
- Present different perspectives in a respectful manner.

Unit B — Other Perspectives focuses on developing awareness of different perspectives. The student objectives are —

- List the basic human needs in order according to Maslow's Hierarchy of Human Needs.
- When presented with life situations, identify which human need is most motivating the individual.
- When given a basic human need, generate an example demonstrating that need.
- Identify a character's beliefs, values, feelings, and experiences in *To Kill a Mockingbird*.
- After identifying a character's beliefs, values, feelings, or experiences, describe how they shaped that character's perspective.
- State one or more personal perspectives on an issue and identify a personal belief, value, experience, or feeling that influenced that perspective.
- Interview others to determine their perspectives.
- Analyze interviews to identify how personal belief, value, feeling, or experience contributes to each individual's perspective.
- List the differences between empathic listening and conversation.
- Role-play empathic listening.
- Apply empathic listening to a personal situation and report on the results.

Unit C — Accepting Others emphasizes developing skills and attitudes for valuing different perspectives. The student objectives are —

- When presented with an issue or conflict, clarify the issue by describing the different perspectives of participants.
- When given time to personally reflect on an issue, clarify personal perspective in writing.
- In discussion with peers, verbally share a personal perspective by using "I" statements.
- Describe one or more experiences where willingness to hear another person's perspective could have led to a better result.
- Recognize that different perspectives are necessary for society to grow.
- Given a life example, role-play empathic listening.
- Apply empathic listening skills to a personal situation, and report on the results.
- Employ conflict resolution skills successfully.

Unit D — Working Together looks at applying perspective-taking skills to improve group decisions. The student objectives are —

- Compare compromise and consensus, identifying the advantages and disadvantages of each.
- Define "synergy," "compromise," and "consensus," and use them correctly.
- Define "win-win."
- Identify the characteristics necessary to achieve win-win group decisions.
- In a problem-solving situation, identify conflicting perspectives and describe the similarities and differences in positions.
- Engage in discussion with others and reach synergy (win-win, consensus, and the third alternative).
- State a personal perspective clearly and respectfully.
- Demonstrate empathic listening.
- Work for a third alternative.
- Identify the benefits of working for synergy.
- Engage in discussion with others and reach synergy (win-win consensus and the third solution).
- Suspend personal judgment during a group planning session.
- Select, design, and implement a community service project as a small group.
- Interview others to determine their perspectives.
- Employ conflict resolution skills.
- Identify key concepts and skills related to perspective and working effectively with others.
- Choose those learnings that have been most important personally.
- Develop personal learning goals and a plan to reinforce and implement them.
- Share personal growth plan with others.

Lesson Format

Time Needed

The approximate time needed to complete the lesson is listed for each. Some lessons are intended to be completed over a series of days or with time allowed for out-of-class assignments. In these cases, time will be listed in segments.

Objectives

Objectives are noted at the beginning of each lesson. It is important to share lesson objectives with students so they are aware of what is expected of them. This is an effective teaching practice and one that communicates to students the valued role they play in ensuring that objectives are met for each person in the classroom.

Preparation and Materials

Advance preparations for the lessons are listed. The materials necessary for the lesson are also indicated. Handouts and overhead displays are provided after each lesson as blackline masters ready to be copied or made into transparencies. Longer literature, videos, and some materials need to be secured by the teacher. The literature used in this curriculum is selected because it is commonly available in secondary programs. Some lessons require teachers to set timelines and due dates for assignments. When cooperative learning groups are used, the teacher is to assign students to heterogeneous groups, rather than tell the students to form their own groups. Teacher selection is important so that all groups will be successful and all students will be challenged to continue.

Adult Reflection

Adult reflection is an important aspect of each lesson. These reflections offer adult facilitators the opportunity to share in the learning process by considering how the lessons are relevant to their own lives. Whenever possible, adults are encouraged to teach and reflect *together*. It is important to share some of the adult reflection process with students, as it models learning as a lifelong practice, and indicates that the *Lessons for Understanding* are valuable lessons for life.

Anticipatory Set

Each lesson begins with an introduction. These anticipatory sets are designed to recall previous learning and prepare students to engage in the lesson activities.

Activities

Activities include readings, discussions, group and individual reflections, cooperative learning groups, and individual assignments. Often there are different components to a lesson, such as reading aloud, writing, and small group discussion. These exercises appeal to different learning styles. Using them all will provide the greatest benefit for the entire class.

Journal Options

Personal reflection helps learners apply new skills and knowledge to their lives. For this reason, journal writing is introduced in the second lesson and additional topics are included in many lessons. Students are to write in their journals and receive feedback weekly, but they may choose from any of the topics provided or related personal issues.

Out-of-Class Assignments

Some lessons include out-of-class assignments. These are opportunities for students to communicate the *Lessons for Understanding* with parents or other adults in their lives. These are individual assignments which may include reporting results to a cooperative learning group. Most of the out-of-class assignments include learning from the perspectives of people not in the student's peer group, such as senior citizens or young children. These assignments provide authentic applications of learning and are important family-community connections.

Assessment

This section provides exercises that allow the teacher to monitor student acquisition of knowledge or skills.

Closure

Closure activities give students additional opportunities to process what they've learned and apply it to new circumstances. Opportunities to apply knowledge will enhance students' abilities and increase transfer of knowledge to new situations. Assigning additional activities and opportunities to practice these skills in other classes, at home, or in the community will promote the maintenance and generalization of newly acquired knowledge and skills.

Teacher's Notes

The outside margin is wide to accommodate teachers' notes, plans for adaptations, modifications, notes for future improvements, and so forth.

Adaptation Suggestions

Lessons for Understanding has been organized to foster ongoing learning in heterogeneous learning communities. The heterogeneity of any classroom can take many different forms. For example, there may be children of varying cultures or learning needs. Teachers must consider the diversity in their classrooms to design instruction that is appropriate and meaningful for every student. In this section, we will focus on students with academic disabilities to illustrate modification of lessons within the classroom. Our hope is that these examples will work as catalysts for modifications necessary for other students.

Within the lessons you will find a variety of instructional formats (i.e., large-group discussion, cooperative learning groups, paired activities, projects). The varying formats have been provided as a way to support differences in learning styles, preferences, and needs within your classroom. The variety of formats is intended to support the teaching team with creative opportunities for active participation for every student in the classroom.

Every classroom has a unique mix of students of varying learning abilities, needs, and preferences. Previewing each lesson prior to teaching is recommended. As a part of lesson preparation, your teaching team should identify areas within the lesson that will need further modification based on the learning needs within your class. Following are brief descriptions of the instructional formats, rationale for their use, and a brief listing of possible adaptations that could address specific needs of learners. Use this list as a resource for lesson modification. Space has been provided in the margins to keep a record of specific adaptations you design. The ultimate goal is to provide a successful learning environment for every student.

Group Read-Aloud

Having a student or the teacher read the materials aloud to the whole group is suggested to heighten interest in new material, when reading materials it may be difficult for many students to comprehend, or when the diversity of reading rates in the class are extreme. The level of difficulty not only depends upon the readability of a text, but also text form and the past knowledge or experiences of the student. Generally, if students can read aloud at a rate of 100 or more words per minute, their comprehension will be adequate to read the text independently. However, there will be students in secondary classrooms that read silently at 300 or more words per minute. Therefore be prepared for this difference and allow three times longer than the fastest readers for all students to complete the individual reading assignment.

Teacher's Notes

Other suggestions for adopting group read-alouds are —

- Students who need support hearing, or attending to, the reading should be seated close to the reader or teacher. This close proximity will make it easier for you to give cues to the student in a subtle and unobtrusive manner.
- Get several copies of the same book and invite parents, community members, or students to read aloud to small groups.
- To help focus listening, offer a few questions before the reading begins and pause every 5 minutes or so to consider the possible answers to the guide questions.
- Do not expect slower readers to follow along in the text; rather, allow them to focus completely on listening to what is being read.
- Explore the availability of audio-taped versions of the literature as a supplement to the group read-aloud. Public libraries often have books on tape.
- When the reading is more than one session long, encourage students to keep records of what happens in the story, who the main characters are, etc.
- Allow time for listeners to paraphrase what was read.

Large Group Discussion

Conducting a group discussion with the whole class is often the least effective teaching technique because it does not allow for a number of responses from each student. However, when used for short periods in combination with small group or paired interactions, it can add to the learning experience. Large group discussion is used to track key points for the whole class, to expose students to an array of possible responses, and to reinforce small group work.

Suggestions for adapting large group sharing —

- Seat students who may need extra attention in close proximity to you.
- Allow 7–10 seconds for students to respond before providing cues or prompts. This allows students to process the request and formulate their answers before speaking.
- Make arrangements with reluctant responders before class-time about the type of responses you expect from them.
- Reinforce key ideas in a formal manner, such as writing them out or asking others to restate points.
- Allow time after a large group discussion for individual students to summarize key points in writing.
- Pair students to work on discussion questions together. This provides support for students who may need help formulating answers or understanding the questions in large-group discussions.

Average ability students are generally the most helpful partners for students with learning problems.

- Provide a partner for a student who is nonverbal. After formulating the answer, the students could write their answer on paper or clipboard. The student who is nonverbal could be the reporter by displaying the paper or clipboard when called on.
- Teach the class how to better understand a particular student's way of contributing and communicating. Also, support classmates in knowing what to do when they "get stuck" in an interaction with a classmate. Examples: "What are things to say or do if you don't understand Mia?" or " Wait a couple of minutes while José uses his communication board."

Large Group Sharing

An excellent method for gaining and retaining knowledge or skills is to teach them to others. For this reason, student presentations and demonstrations are often used in *Lessons for Understanding*. In many instances, students work in small groups and prepare to share their ideas with the class.

Suggestions for large group sharing —

- When assigning small group presentations, consider assigning specific tasks to students in each group. For example, one person in the group could be the artist and another could be the moderator.
- Break group planning into segments and monitor each group's production as it develops, offering feedback to improve the group's final product.
- Provide a time for each person to practice his or her presentation with one individual before presenting to the whole class.
- Allow students to use cue cards or other visual aids to keep the presentations organized.
- Some students forget or misinterpret teacher directions for assignments. Preview work before asking students to share it with the class. During group sharing, you will want all answers to be acceptable. It will be much more effective to support students with their work during individual work time, so that they are ready to share. This also prevents students the embarrassment of reporting incorrect answers or incorrect assignments in front of the class.
- Students with limited verbal communication skills may need alternative strategies for sharing their answers in class. Following are several ideas:

- A student can participate in sharing by activating a tape player with a prerecorded response.
- Arrange for sign language interpreters to be present during all class activities.
- Let students work in pairs or small groups when completing work or sharing their work with the class.
- Allow students to present their work in a variety of ways (i.e. through demonstration, mime, poster, or recording).

Cooperative Learning Group Activities

Cooperative learning can be a good way to increase individual student engagement and hold all students accountable for learning. Also, students usually enjoy learning in a social settings. Cooperative learning groups are most effective when they include four elements —

1. Positive interdependence — All team members are needed to complete the task. This is promoted by shared resources or assigned roles within the group.
2. Face-to-face interaction — All students in the group are responsible for helping, sharing, and encouraging one another's learning. This is promoted by room arrangement and structures for guiding group discussion so that all students must participate.
3. Individual accountability — All students in the group are responsible to know the information or have the skill. This is promoted by calling on students randomly or by requesting individual demonstrations of knowledge or skill.
4. Interpersonal skills — All students in the group practice social skills and team effectiveness. This is promoted by practicing specific skills in leadership, such as decision making, trust building, listening, and conflict resolution.

Other suggestions for adapting cooperative leaning group activities are —

- Arrange groups heterogeneously according to skills and abilities. Students who are more skilled in certain areas, such as reading or writing, will be able to help other students in the group. When establishing groups, match the students in most need of support with average students, rather than with the highest achieving students. Team members often come up with creative ideas for supporting one another. Heterogeneous grouping empowers students to develop effective strategies for working together.
  - As small groups work on assignments, monitor all groups to ensure that all members are actively involved. Problem solve with groups when active participation by all is not occurring.

- When in doubt, make the groups smaller rather than larger. In groups larger than four, it is very difficult to keep all members actively engaged with the assigned task. Groups of two or three are often best. As students become more skilled, groups of four or five can be attempted.
- Assign specific roles to group members. This will give a student who is working on a particular area the opportunity to practice. For example, a student who is learning to maneuver a wheelchair can be the cleanup person. This will give the student practice in moving around the classroom.
- Assign specific roles to provide the opportunity for all team members to have vital roles in the group activity. For example, a student with cognitive challenges could be the timekeeper by using a watch already set to go off at certain intervals as a warning to the team to consider the time.

Paired Activities

Paired work allows students to experiment with ideas in a safe environment before sharing with the whole class. Paired activities can also be used to increase the participation of each student. Paired work is always followed by large group sharing. Students are often allowed to pick their partners.

Suggestions for adapting paired activities include —

- Use assigned seats to better support heterogeneous pairs. For example, seat students according to reading skills, such as is illustrated below —

☐	☐	☐	☐	☐
Independent Reader	Instructional Reader	Frustrated Reader	Instructional Reader	Independent Reader

- Another pairing strategy is for the teacher to recruit volunteers or select 3–5 average students to rotate being partners with students who have learning needs.
- Be sure all students in the class know how to assist students with specific communication needs such as voice machines, communication boards, or sign language.

Writing Assignments

The writing assignments in *Lessons for Understanding* provide students with opportunities to reflect on thoughts and ideas presented in the lessons. When the writing is before instruction, it is to draw on past knowledge that relates to the current lesson. Sometimes students write summaries of what they have learned. Writing might also be used to provide a time for the students to consider how to apply the acquired knowledge or skills to their lives. Writing assignments in *Lessons for Understanding* are not intended to teach writing, but are used to encourage students to engage actively with content.

- Pair students with limited writing skills with other students. The student with limited writing skills can give his or her answers verbally and the other student can do the writing.
- A student with limited writing skills can be given the option of drawing a picture for his or her answer. A student with limited writing and drawing skills can be provided pictures to choose from to best describes his or her answer. These pictures could be from magazines, clipart books, or designed by the teacher.
- The use of a peer editor is effective for all students, especially those who need someone to look over their work before turning it in.
- Adjust the expectations for a student with cognitive disabilities. For example, if the writing assignment is to write a five-sentence paragraph, the student with disabilities would be assigned a three-sentence or one-sentence writing assignment.
- For students who need support with completing all the steps to a written task, a self-checking system could be designed. The checklist is a way for students to monitor and complete work with limited assistance or independently. An example of a checklist for completing a writing assignment might include —
    1. Take out journal and pen or pencil.
    2. Date the entry.
    3. Select a topic.
    4. Write your perspective.
    5. Use at least three sentences.
    6. Proofread using COPS: Capitalization, Organization, Punctuation, and Spelling.
    7. Turn in journals every Wednesday.

Journal Options

Personal reflection is an effective practice for learning. The journal options in *Lessons for Understanding* are designed to provide ongoing personal reflection about perspectives and perspective-taking. Retention of information is increased from 10% to 80% when rehearsed within 24 hours of exposure. Journal entries can provide this rehearsal. Suggestions for adapting journal options include —

- Students with writing difficulties can be assigned shorter entries. Ask students to summarize class activities rather than choose from the array of topics provided.
- For students with limited writing skills, ask volunteers to write their dictated entries.

- Allow students with limited writing skills to maintain their journals on a computer with software to assist in writing.
- Allow students to keep oral journals on tape. Remember that personal reflection is the key to this learning, not improved written expression.

Out-of-Class Assignments

To generalize learning and spontaneously use learning in a different context, students must practice in more than one setting. Most of the out-of-class assignments are designed to take classroom learning to the students' homes or communities. At the high school level, students are the initiators of extending their learning beyond the classroom. The out-of-class assignments are designed to assist teenagers in extending their learning by creating a system of personal accountability. Knowing your own point of view, knowing that others have different points of view, and learning to use those differences to build better solutions is not merely an academic pursuit, but lifelong skills for positive, effective interactions and relationships.

Suggestions for adapting out-of-class assignments include —

- Some assignments can be adapted by substituting speaking or tape-recording for writing tasks.
- Assist students in creating cue-cards or step-by-step guides for the out-of-class assignments.
- Pair a student with learning needs with an average student to complete the assignment together.
- Solicit other adults who teach or work with the students to cue or prompt the desired interactions.
- Contact parents or an adult mentor prior to the assignment to arrange for out-of-class support in completing the assignment.

Projects

Projects provide active hands-on learning for students to practice the skills presented in the lesson. The students are expected to use all of the skills simultaneously as they create the product. Suggestions for adapting projects are —

- Expectations for students can be adjusted so that each student can use this opportunity to work on direct IEP objectives. For example, a student working on cutting skills is assigned the job of cutting out pictures for a group poster, or a student working on keyboarding skills is assigned the job of typing the group presentation outline.
- Allow students to select, whenever possible, the project to which they will contribute.

- Select some groups specifically to provide needed individual support to all group members.
- If the student desires, allow parents to assist in project production by sending a notice home with the project specifics listed.
- Assign a peer tutor or a paraprofessional to monitor and support progress toward project completion.
- Conduct daily individual conferences to verify that, when completed, the project will meet the stated expectations.

Home or Community Connections

Traditionally, parent involvement has been defined in terms of fund-raising activities and attending appropriate school functions or local parent organization activities. Joyce Epstein (1991) highlights the importance of parent involvement and documents six different types of involvement: parenting, communication, volunteering, learning at home, decision making, and collaborating within the community (Epstein, 1995). This broadening of parent involvement is a result of growing awareness of the value of a partnership between school and community. Parental involvement has a direct effect on student learning. An increase in student achievement is found when teachers involve parents in activities (Epstein, 1991).

Current early childhood education programs lay a foundation for parent involvement. When families involved in such programs move from early childhood to elementary school, their desire to remain in a partnership with school continues. Some elementary schools are meeting this desire and providing opportunities to enhance student learning.

Secondary schools are now in the initial stages of examining the same issue. What are the roles of parents and families in educational communities? While there seems to be some consensus via popular literature and media coverage that parents play an important role in the education of their teenage children, what that means continues to be questioned. Some secondary schools provide special events or speakers who address parenting issues. Most schools conduct parent, student, and teacher conferences. The few secondary schools that actively recruit community volunteers have reported great benefit. *Lessons for Understanding* attempts to strengthen this partnership with home and community by developing student-directed out-of-class assignments which take skills or knowledge gained in the classroom and apply them to real-life situations.

Lessons for Understanding has been developed to support learners of all ages in recognizing the value of their differences. It provides ways to build skills that will strengthen school communities and larger communities by helping students appreciate others, communicate more effectively, and develop richer relationships. Suggestions in each unit provide home-school opportunities for learning together. Allow these ideas to spur your thinking about how school communities can further the process of partnering with families to increase student learning.

Learning Together

Student-led out-of-class assignments are included in each unit of the *Lessons for Understanding* curriculum. These out-of-class assignments generally involve interviewing a person outside of the student's peer group. For example, the student may be assigned to interview three generations about an issue and compare their perspectives.

Lessons for Understanding includes valuable lessons for learners of all ages. In fact, many of the concepts provided require a lifetime to practice and refine. The lessons are ones that can enrich our relationships with others in all circumstances. Awareness of personal perspectives, deeper understanding of the perspectives of others, and application of these concepts to everyday interactions with others is essential for creating families, neighborhoods, and communities where all people are valued.

The exercises provided are intended to encourage effective partnership between the school and community. These not only add richness and depth to classroom learning, but also have the potential to enhance the family and community. This contributes to ongoing school improvement. Each school community is encouraged to find additional ways to move toward partnerships with home and community.

Communication

Communication is fundamental to creating effective partnerships between schools and homes. Often parents comment on their lack of knowledge of their children's school lives. While knowing the general subjects being taught, they are much less certain about specific lessons, time schedules, and areas of study. There is a letter provided on the next page that gives parents an overview of *Lessons for Understanding*. Sample letters introducing each unit are also provided on the pages that follow. The letters can be copied on to district stationery including a letterhead.

For students with mild or moderate mental impairment, it may be beneficial if the teacher communicates with parents prior to projects for the curriculum. Explaining the product and purpose of a project will better equip parents to assist the student. Updates on particular lessons establishing connections between school and home are also encouraged. What went well? What questions came up? What were the challenges? What did students learn? What skills might parents help reinforce at home?

Dear Family,

During this school year our class will be using a set of lessons entitled *Lessons for Understanding*. This curriculum is designed to help students and others develop a greater understanding of different perspectives.

We will focus on communication. Clearly stating what you think and feel is an important life skill. Also listening deeply to understand what others think and feel is important in life. Think about the last conversation you had with your student. Were you able to listen deeply to understand what was being said? Did you also feel heard? We will learn about what helps us to really listen to another and what we can gain by listening to other points of view.

While conflict is unavoidable in life, *Lessons for Understanding* will provide practice in accepting that others think and feel differently, and that differences can be of benefit. Working through conflicts effectively helps students gain a sense of self confidence and will be helpful in all personal relationships.

Lastly, *Lessons for Understanding* offers an opportunity to practice working together by using what was learned about perspectives, listening, and conflicts in real situations. Your help to reinforce this learning is vital in making the classroom activities relevant to life.

Periodically you will receive letters with information about class activities. Feel free to ask for an update. Your student will have assignments that require help from adults out of school. He or she may choose to ask you for this assistance or may ask other adults. This partnership between home and school will enhance your student's learning.

We hope that you will have fun with the out-of-school assignments. If you would like more information please call me. Thank you for supporting your student's education.

Sincerely,

Dear Family,

We are beginning the first part of *Lessons for Understanding*. This unit is called, "My Perspective: Understanding Perspectives and Where They Come From." During this section we will be helping students learn what influences the development of a perspective and how one's perspective might change. You can support your student's learning by identifying a controversial topic, listening to his/her point of view, and helping him/her to identify what helped form this perspective.

Values and experiences are integral parts of our personalities; sometimes they are so integrated that we do not recognize their impact on our thoughts and judgments. First impressions are based on our previous experiences (our personal paradigms). These perspectives are often transformed as we become familiar with new situations. Have there been times when your perspective was shaped by who you are (beliefs and values)? Have you noticed your perspectives change because you learned more about a situation or person? Is this sometimes the source of conflict with your less experienced teen?

Often teens will not know that their point of view has been affected by anything. Teens can think their point of view is something they just made up out of nothing. Knowing more about perspectives is helpful in relating to others. It is also important to know how to respectfully state different perspectives.

At some point during this unit the students will be interviewing others to identify intergenerational differences on a topic, so please support this effort in any way that you can. If you would like more information please call me. Thank you for supporting your student's education.

Sincerely,

Dear Family,

We are now beginning the second part of *Lessons for Understanding* entitled "Other Perspectives: Developing Awareness of Different Perspectives." This series of lessons provides ways to help students understand that others have perspectives and feelings that may be different from their own, yet are no less valid.

By the time we are adults, we know that everybody has a right to an opinion. During this section we will seek to help students understand the concept of Maslow's Hierarchy of Human Needs and how it can be applied to personal situations. Through a variety of experiences, students will practice identifying the perspectives of others and the underlying beliefs, values, feelings, and experiences that shaped those perspectives. One class activity will revolve around the classic story *To Kill a Mockingbird* by Harper Lee. This novel demonstrates how people with varied life experiences view the same situation from different perspectives.

Listening to and clearly understanding the opinions of different people can help us gain greater knowledge about an issue. Accepting the right to a different viewpoint does not imply agreement.

To accomplish this, your student will be practicing an important skill: empathic listening. This type of listening requires a willingness to step out of one's own perspective during the dialogue to understand the speaker's point of view. This does not mean that the listener will necessarily agree with the speaker's thoughts and feelings. One of the exciting results of empathic listening is that the speaker generally feels encouraged. Because the speaker feels heard it is easier to accept disagreement and conflict decreases. Students will be practicing listening to other perspectives by interviewing others on a topic and accurately recording the responses to report in class.

If you would like more information please call me. Thank you for supporting your student's education.

Sincerely,

Dear Family,

Unit C of *Lessons for Understanding* "Accepting Others: Developing Skills and Attitudes for Valuing Different Perspectives" is beginning in our class soon. Think about conflict. Are there benefits to conflicting ideas and perspectives? Can you recall a time when you listened to conflicting ideas and used the information to enrich a situation? What can adults do to help students listen to conflicting ideas?

Knowing and expressing your own perspective with an "I" statement is a first step toward conflict resolution. An "I" statement can be constructed like this:

When_______________________ **happens, I**_______________________.
(describe a situation) (personal reaction)

An "I" statement can be used to express expectations:

"When you're done eating, I expect you to put the dirty dishes in the kitchen sink."

"I" statements can also express feelings:

"When people raise their voices in a conversation, I feel judged and defensive."

Think of situations at home or work where "I" statements might be productive responses. Try formulating an "I" statement for a specific conflict you are experiencing. Disagreeing in an agreeable manner is another lifelong skills explored in this unit.

Although there is no out-of-class assignment, students will be practicing these skills throughout the remaining lessons in Units C and D. If you would like more information please call me. Thank you for supporting your child's education.

Sincerely,

Dear Family,

We are now beginning the unit of *Lessons for Understanding* called "Working Together: Applying Perspective-Taking Skills to Improve Solutions."

Many problems in life arise from the inability of people in conflict to accept their differences while working together effectively. This section will provide students with practice working together to develop solutions where everyone is a winner. Creating a "third alternative" that satisfies the needs of all is called "win-win." Win-win grows out of the belief that "*you* don't have to lose for *me* to win." Working through differences for win-win solutions builds trust among people so they work better together.

When win-win is achieved, there is a drive for success called "synergy." Employers usually want to hire "team players," people who work well on projects and capitalize on everyone's skills and talents. The trust needed to build strong families grows out of win-win relationships. Seeking win-win solutions and arriving at synergy are lifelong skills. Please look for opportunities to reinforce your child's learning.

If you would like more information please call me. Thank you for supporting your child's education.

Sincerely,

Graduation Standards

With the adoption of the National Education Goals in 1990 by the National Governors' Association and President George Bush, many states began an effort to "assure that all K–12 students will develop the skills for lifelong learning and productive citizenship" (Challenge 2000: Success for all learners.) Currently all 50 states have articulated the standards necessary to receive a high school diploma. *Lessons for Understanding* can be a vehicle for attaining the standards for students in grades 9–12.

Most states are developing content and performance standards. Since this curriculum was developed in Minnesota, we will use the Minnesota Graduation Standards Rule to illustrate how *Lessons for Understanding* can help students demonstrate some knowledge and skills necessary for graduation.

In Minnesota, there are 10 areas of learning at all levels, from kindergarten through 12th grade. The areas of learning are —

- Read, View, Listen in English
- Speak and Write in English
- Arts and Literature
- Math Application
- Inquiry
- Science Applications
- People and Cultures
- Decision Making
- Resource Management
- World Languages

For each area of learning, content standards have been articulated that consist of a summary statement and knowledge and/or skills that demonstrate the standard. At the primary level (grades K–3) there are 11 content standards, at the intermediate level (grades 3–5) there are 15 content standards, and at the middle level (grades 6–8) there are 28 content standards. The standards at these three levels are preparation for the standards of grades 9–12. Students must complete 24 of the 48 high school standards to graduate.

Lessons for Understanding supports several content standards of the Minnesota Rule, High Standards. The objectives and activities of *Lessons for Understanding* are either preparation for, or demonstration of, five of the standards. The content summary statements that are supported by *Lessons for Understanding* are —

- Write and Speak in English — Interpersonal Communication. A student shall demonstrate understanding of interpersonal communication strategies, the components of the interpersonal communication process, and how various factors affect patterns of communication, interaction and problem solving in group settings....

- Inquiry – Issues Analysis.
  A student shall research an issue and evaluate proposed positions or solutions....
- Inquiry – Research Process.
  A student shall use primary research techniques of surveys, structured and unstructured interviews, observation, questionnaires and access secondary sources in multiple ways....
- People and Cultures – Diverse Perspectives.
  A student shall evaluate events and actions from diverse United States and world perspectives....
- People and Cultures — Community Interaction.
  A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience....

This means that when a secondary teaching team chooses to use *Lessons for Understanding* as a course, it would be possible to address four content standards identified in the Minnesota Rule. Those who have attempted to embed High Standards into course activities realize that this means that the instructional and assessment time for the course will be extended by a week or more to allow time for students to develop products that will demonstrate knowledge or skills for the standard.

Using the content standard for Interpersonal Communication, following is a specific example of how this would happen in a class. In the Minnesota Rule (Minnesota Department of Education, 1990) the content standard is further defined as follows —

Learning Area 2 —Write and Speak In The English Language
Interpersonal Communication. A student shall demonstrate understanding of interpersonal communication strategies, the components of the interpersonal communication process, and how various factors affect patterns of communication, interaction and problem solving in group settings by —

A. Using appropriate English language conventions and communication skills in varied interpersonal situations.

B. Demonstrating effective speaking skills, effective listening skills, appropriate feedback, problem-solving techniques, effective group skills, and communication strategies in a variety of simulated or authentic situations.

C. Using skills of conciliation, mediation, or negotiation to improve communication.

A performance assessment package entitled *Benchmarks of Interpersonal Communication* has been developed and approved as a way to measure student demonstration of the Interpersonal Communication content standard. The assessment package calls for three tasks to demonstrate the standard. The tasks are —

1. Analyze communication, interaction, and problem solving strategies in a simulated situation and make recommendations for improvement.
2. Participate in a dialogue and demonstrate effective speaking and listening skills.
3. Participate in a group, plan for and complete a project, and maintain a reflective record of involvement.

All three of these tasks are possible to demonstrate in conjunction with *Lessons for Understanding.*

The product of Task 1 is a written analysis of communication (from a film segment) that describes the communication, describes the problem-solving process, and makes recommendations for improvements. The description of communication and recommendations could be an additional activity while using the segment of the film *To Kill a Mockingbird.* This would require an additional hour during that section of instruction. This task is addressed in several other lessons as well. The description of problem-solving and recommendations could be an adaptation of the problem-solving activity in Lesson 14. This would require no additional instruction time but a slight revision of the role of the observer resulting in written analysis versus spoken feedback.

The product of Task 2 is a dialogue in which each student fulfills the role of listener and speaker. The skills of "I" statements, empathic listening, and clear, respectful position statements all address this requirement. One way to demonstrate attainment of this benchmark would be to videotape one or more of the student project preparation sessions from Unit D, Working Together, and with the student analyze their interactions using a checklist of effective speaking and listening.

The product of Task 3 is a group project and reflection log that provides an opportunity for interpersonal communication and time for individuals to reflect on ways to improve their own communication. This requirement could easily become a parallel focus of any of the group projects. A process for using the Journal Writing to reflect on individual interpersonal communication goals could be described during Unit A. The students could then choose one or more of the group projects to maintain a reflection log documenting their involvement in the project and progress toward a personalized communication goal. An excellent opportunity of this reflection could be the journal activity of the service project in Unit D.

This example was to describe how *Lessons for Understanding* could be enhanced by the teaching team to fulfill the graduation standards articulated in Minnesota. With similar modifications it could be used to fulfill other state's standards as well. The process to accomplish this has four steps —

1. Review high school standards to determine if any address interpersonal communication, perspective taking, effective group work skills, or personal decision making
2. Identify activities from *Lessons for Understanding* that allow the students the opportunity to demonstrate one or more graduation standards.
3. Consider additions or adaptation for the lesson that would fulfill the intention of the graduation standard.
4. Create needed documentation to embed the graduation standard into *Lessons for Understanding* curriculum.

It may be most practical to teach *Lessons for Understanding* once before completing the process of embedding the graduation standards. It might be possible to review each unit prior to instruction to determine activities that are parallel to graduation standards. One thing to keep in mind is that the skills developed in *Lessons for Understanding* build on each other throughout the curriculum. For example, empathic listening is introduced and practiced in Unit B but is then used during several activities in Unit C and Unit D. Journal use for personal reflection is introduced in Unit A and used throughout.

This section has discussed how *Lessons for Understanding* is a vehicle to fulfill state graduation standards requirements. The Minnesota Rule, High Standards was used as an example. The curriculum can be used similarly to meet standards in other states as well. A four-step process to assist teaching teams in embedding state requirements into *Lessons for Understanding* was given above.

Unit A

My Perspective

Understanding Perspectives and Where They Come From

Objectives

Teacher's Notes

- Use vocabulary words (beliefs, values, experiences, feelings, perspective) appropriately in sentences.
- Define each vocabulary term in own words.
- Identify personal perspectives on various topics.
- Describe how personal or family values and beliefs influence perspectives.
- Describe how experience and knowledge influence perspectives.
- Describe how feelings influence personal perspectives.
- Describe how beliefs and values influence personal perspectives.
- Identify benefits of understanding other people's perspectives.
- Identify situations where perspective changed after gaining new information or additional experience.
- Form a personal perspective after gaining new information on a topic.
- Identify different feelings resulting from changes in experiences.
- Recognize how feelings influence personal perspective and how personal perspective influences feelings.
- Clearly state a perspective on a given topic.
- Present different perspectives in a respectful manner.

Rationale

The word "perspective" means a view from a certain standpoint. Similarly, our ideas and opinions are how we see things from where we stand — our beliefs, values, and experiences. Often students do not know their perspectives have been caused or influenced by anything. They think they see the world as it "really is." Realizing how perspectives are formed helps us understand and evaluate our own perspective, and fosters our willingness to appreciate and understand other perspectives.

Lesson 1

Vocabulary

Teacher's Notes

Time

- 50 minutes.

Objectives

- Use vocabulary words (beliefs, values, experiences, feelings, perspective) appropriately in sentences.
- Define each vocabulary term in own words.

Preparation and Materials

- Students assigned to heterogeneous cooperative groups of three or four.
- Room arranged for small group work.
- *Word Sort Cards 1* and *2* copied, cut, and placed into envelopes for each cooperative group.
- *Word Sort Cards 1* and *2* made into overhead transparencies.
- *Vocabulary Words* made into an overhead transparency.
- *Word Cue Cards* copied and cut, five cards for each student.
- *Vocabulary Assignment* copied for each student.

Adult Reflection

Short, common words can represent vital components of our personal lives. Beliefs, values, and experiences are very intimate parts of our individual makeups, sometimes so intimate that we do not recognize their impact on our thoughts and judgments. First impressions in new situations are based on our previous experiences (personal paradigms) rather than the situations. These perspectives are often transformed as we become familiar with the new situation. Have there been times when your perspective was distorted by who you were (beliefs and values)? Have you noticed your perspectives change because your feelings and experiences change?

Anticipatory Set

Cooperative Learning Group: Word Sort

- Tell the class you are beginning a unit on perspective. This study will help us to better understand our thoughts, opinions, and feelings. We will be using five words often during the unit. They are all common words, but it will be important that we have common definitions for them so that we understand each other.
- Divide the class into heterogeneous groups of three or four. Explain that this activity will be a group effort. Copy *Word Sort Cards 1* and *2* for each group, cut words into individual squares, and put one set of words in an envelope for each group. Give the following directions —
  - Your group has 10 minutes to read each word aloud and, as a group, sort the words into categories. You can decide what the categories are and how many categories to use. What words are similar and belong together? What would you call each category?
  - For example, if the words all related to foods, one group might sort by the five food groups, one group might sort by how well group members liked each food, and one group might sort by the part of the world each food came from. All of the groups would be right even though they used different categories. Each group will be asked to explain their categories. Anyone in the group may be called upon to explain, so it is important that you discuss your sorting of words with everyone in your group so that whoever is asked can explain your group's thinking.
  - If you know a word, explain it to those who don't. If a word is unfamiliar to everyone in your group, set that word aside and do not try to sort it. The whole class will deal with these later.
  - Everyone has the same words. To help with pronunciation, I will read the entire list to you before you begin.
- Display *Word Sort Cards 1* and *2* transparencies in order, and pronounce each word once or twice. Distribute envelopes to groups and remind them they have 10 minutes to complete their task and that there are no wrong answers.
- Have groups report their categories and say which words they put in each category. If a group has set aside a word they did not know, have them wait and see if another group has used that word and ask how they defined it. If there are words no one knows, invite someone to use the dictionary or give the definition yourself. Invite the groups to re-sort their words after hearing from the other groups. Give no more than 2 minutes.

Activities

Definitions

- Using the *Vocabulary Words* transparency, cover the definitions side, and explain that the five words we will be using the most in the upcoming unit are *beliefs, values, experiences, feelings*, and *perspective*. Ask each group to locate these words and use them as categories to sort the other words. Allow 5 minutes for this. Ask each group to report which words they sorted into each of the five categories. They will not all be the same, as some words fit more than one category.
- Tell the class that different people can have different definitions of abstract words like these, but it will be helpful if the class has a common understanding. Here are the definitions we will be using. See if they are the same or slightly different than the definitions you would give.
- Using the *Vocabulary Words* transparency, reveal the following definitions one by one and read them so students can copy them —

  Beliefs — Thoughts or philosophies that we trust are true.

  Values — Concepts (traditions, behaviors, ways of treating others) we desire to keep because of their worth or usefulness. We use values to determine what is good or bad, right or wrong.

  Experiences — All of the things that have happened to us in our lives.

  Feelings — Spontaneous emotional responses (with associated physical responses) to experiences.

  Perspectives — Our viewpoints or outlooks that help us determine how we understand or react to ideas, experiences, and other people.

Individual Activity: Word Cue Cards

- Distribute five *Word Cue Cards* to each student. Ask students to write one word from the screen on the top of each card, and the definition of that word on the bottom of the card. Allow a few minutes for this. Allow students to check with neighbors for accuracy, provide extra cards if needed. Ask students to think of hints or cues to remind them of the meaning of each word. Hints can be words or pictures. For example, for "perspective," someone might draw a telescope or write "eyeglasses."
- Tell the class they have 5 minutes to silently read each word and its definition and choose a cue word to help remember its definition. Write the cue on the center part of the card. Some students will be asked to explain their cues to the class.

- Call on a few students to share their cue words and rationale. Ask the students to use their cue cards as study cards by covering the cue and definition, giving the definition, and then checking for correctness. If they miss, try again this time uncovering the cue as well to help remember the definition.

Assessment

- Have students complete the *Vocabulary Assignment* independently.

Closure

- After students have completed the *Vocabulary Assignment*, read sentences from the bottom of the sheet that use the words according to the class definition. Do this anonymously.
- Comment on general class performance on the assignment.
- Remind the class that these five words will be used often over the next weeks' lessons.

Word Sort Cards 1

Copy both pages, one copy per group of three or four students. Cut the 36 words into individual squares. Put one set of words in an envelope for each student group. Distribute the envelopes to groups at the beginning of the word sort activity. Also make a transparency of both pages.

beliefs

pose

values

worth

experiences

faith

feelings

passion

perspective

Islam

context

divorce

ethnicity

twin

disposition

WASP

philosophies

hate

Word Sort Cards 2

Shintoism

honesty

conviction

kindness

utility

courage

treasure

happenings

appreciate

background

emotions

Christianity

attitude

sentiment

viewpoint

sympathy

underdog

paradigm

Vocabulary Words

Beliefs	Thoughts or philosophies that one trusts are true.
Values	Concepts (traditions, behaviors, ways of treating others) we desire to keep because of their worth or usefulness. We use values to determine what is good or bad, right or wrong.
Experiences	All of the things that have happened to us in our lives.
Feelings	Spontaneous emotional responses (with associated physical responses) to experiences.
Perspectives	Our viewpoints or outlooks that help us determine how we understand or react to ideas, experiences, and other people.

Word Cue Cards

Word —
Cue —
Definition —

Word —
Cue —
Definition —

Word —
Cue —
Definition —

Word —
Cue —
Definition —

Word —
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Word —
Cue —
Definition —

Word —
Cue —
Definition —

Word —
Cue —
Definition —

Vocabulary Assignment

Name ____

Fill in the blanks with the appropriate word from the following list —

beliefs values feelings experiences perspective

1. The ______________ of his childhood caused him to be very suspicious of strangers.
2. Generosity was one of her highest ______________.
3. From his ________________ all rules were bad.
4. Her ________________ showed on her face as she answered the insult with one of her own.
5. He held firmly to his ________________ and left the dollars on the table.

Write a definition followed by a meaningful sentence for each of these five words —

beliefs

values

feelings

experiences

perspective

Lesson 2

Exploring Personal Perspectives Through Journaling

Teacher's Notes

Time

- 15 minutes, with weekly out-of-class assignments.

Objectives

- Identify personal perspectives on various topics.
- Describe how personal or family values and beliefs influence perspective.

Preparation and Materials

- Each student has a notebook to use as a personal journal.
- *Exploring Personal Perspectives* handout copied for each student and one for a classroom display.

Adult Reflection

Have you ever used a personal journal to explore your perspectives on various topics? Journaling is one way to explore other perspectives in private. A discussion with a trusted friend can also serve this purpose. Try stretching yourself by addressing topics from different perspectives either in writing or in conversation. Identify a school-related issue that you've wondered about. Make a choice to explore various ways of looking at this issue, either through journaling, conversation, or an internet discussion group. What happened while you explored various perspectives? What did you discover? How do you explain your discovery?

Anticipatory Set

- Tell the class that they are beginning a series of lessons on perspectives. One goal of this unit is that everyone will identify a personal perspective. You will use your journals for the next weeks to explore personal perspectives. Sometimes you will write seriously about topics you have strong opinions on, other times you will be asked to try to state another person's point of view.
- Discuss the following questions —
  - Have you or someone you know kept a journal or diary? Why did you do this? What value did this have for you?
  - Can anyone think of a person in history who kept a journal or diary? In what ways might this have helped them?
  - Can anyone think of a job where maintaining a journal or regular notes is expected? Why might these notes be expected? How might they be useful?
- Tell the class—

  These journals are for your use, but I will read them and may respond to some of your entries. You may share your writings with others or keep them private.

Activities

Journals

- Tell the class —
  - Your journals are to record your personal perspectives. Write a minimum of three entries each week. The entries can be on three days or may be in response to three topics on the same day. Here is a list of topics you might use to stimulate your writings. (Distribute *Exploring Personal Perspectives* sheets). This list is also posted on the bulletin board. Additional ideas will be offered during some lessons. You may also comment on any class activity or make up a topic of your own. Please date each entry. Feel free to write each day, but write at least three entries per week. I will collect six journals a day and return them the next day. No journals will be collected on Friday. I will treat your journals as confidential, private documents.

Assessment

- Tell the class they will receive credit for each journal entry that identifies a topic, states a personal perspective, and gives supporting beliefs, values, experiences, or feelings.
- Inform students which day they are to turn in their journals. Randomly check students' entries and provide each student written feedback occasionally.

Closure

- Summarize the assignment for the class —
  - Write three short entries a week. Each entry should state your perspective on a topic and provide support. You can use the *Exploring Personal Perspectives* for ideas on what to write about, or make up your own topics. Some lessons will offer additional topics.
  - Bring your journal to class daily for in-class writing assignments.
  - Remember to have journal ready to hand in on the right day.

Teacher's Notes

Exploring Personal Perspectives

What beliefs, values, experiences, and feelings support my viewpoint?

A news item you heard or read

Abuse

Adoption

Best movie ever

Boys' sports

Capital punishment

Coed sports

Comment on a famous quote

Create your own issue to write about

Dating

Dieting

Drinking and driving

Euthanasia

Falling in love

Family togetherness

Favorite season

Freedom

Friendship

Future career plans

Graduation standards

Greatest vacation spot

Girls' sports

Hair styles

Homelessness

Illegal drugs

Interracial relationships

In what ways am I prejudiced?

Jungle preservation

Learning from grandparents or older people

Mall curfew hours

Missing children

Nice things to do for others

Orphanages

Pornography

Pro-choice

Pro-life

Protecting endangered species

Quitting high school

Qualities of a good friend

Recycling

Random acts of kindness

Reaction to a poem or book

Running for political office

Sexual abuse

Successful families

Teenage drinking

Terrorists

The lottery

Things I am angry about

Things I really enjoy

Understanding people of other genders

Valuing other people

Violence on TV

What I wish parents understood about teens

What I wish school was like

What it's like to be different

Women's rights

World peace

Writing to legislators

Young parents

Zero-tolerance level ("tough on crime" policy)

Lesson 3

Where Perspectives Come From

Teacher's Notes

Time

- First session: 1 hour 30 minutes.
- Second session (following out-of-class assignment): 1 hour.

Objectives

- Describe how experience and knowledge influence perspectives.
- Describe how feelings influence personal perspectives.
- Describe how beliefs and values influence personal perspectives.
- Identify benefits of understanding other people's perspectives.

Preparation and Materials

- *Which is Different?* and *Which is Different Answer Key* made into overhead transparencies.
- *Lattel Chaney thankful…* article copied for each student.
- *Ballad of the Landlord,* by Langston Hughes, copied for each student. This poem is available in many anthologies.
- *What Are They Thinking?* handout copied for each student.
- *Generation Perspectives Assignment* copied for each student.
- *Perspectives — Where Do They Come From?* handout copied for each cooperative learning group.
- Students assigned to heterogeneous groups of three.
- Room arranged for small-group work.

Adult Reflection

"We all see life not as it is, but as we are." Do you agree with this statement? Our view of the way things are is affected by the way we are. It is a challenge to recognize and accept that other people do not share our perspectives. Other perspectives need not be considered "right" and "wrong," but merely different. Yet, the lack of understanding of differences in perspective can and does lead to problems with severe consequences. Have there been times at work when people had misunderstandings because of different perspectives? Have these misunderstandings led to severe consequences? Is there something you can do to clarify your perspective for others and attempt to identify other points of view?

Anticipatory Set

Which Shape is Different?

- Show *What is Different?* transparency and ask each student to decide which shape is not like the others and why. Ask who chose shape A, shape B, etc. and record number of choices for each. If peer pressure may influence student choices, consider having students close their eyes while raising hands, assign a few students to do the counting, or have students vote by ballot (the ballots should be tallied by students).
- Tell the class all answers are correct because —

  A. has no points
  B. has no curves
  C. is largest
  D. is asymmetrical
  E. is four-sided
  F. has a hole in it, or contains two shapes

  - Sometimes we see the same things quite differently because of our perspectives. That is what we will be focusing on today: perspectives.

Perspective

- Read to the class —
  - Life is like a party, with many things going on at once. Music is playing, many conversations are happening, people are dancing, strobe lights are flashing — yet we are able to have a conversation with someone by tuning out some things (the conversation behind us) and focusing on other things (our friend's words and gestures). This is an important skill that serves us well in conversation, in work, in studying, etc. To further help make sense of it all, we categorize people and experiences and make value judgments about what we perceive. Perspectives are the mental lenses that allow us to make sense of the world around us by helping us focus on some things and shut out others. We do not see reality, but reality filtered through our perspectives. Since each person's experiences are unique, our perspectives differ, sometimes with terrible consequences.

Paired Activity

- Tell the class to pair up and do the following —
    - Recall our past definition of perspective.
    - Tell what was learned from the shapes exercise.
    - Paraphrase what was just heard about perspective.

Activities

Silent Reading

- Tell the class they are going to read a newspaper article about a deaf student who was attacked by gang members because they thought he was flashing gang signs when he was really using American Sign Language.
- Distribute and read the newspaper article, *Latell Chaney Thankful for Outpouring of Support.* Then answer the questions at the bottom of the sheet. Allow students at least 10 minutes to read the article before asking the questions below.
- Discussion questions —
    - What was the source of the conflict? (The deaf man, the bus driver, and the gang members saw the same signs, and interpreted them very differently, i.e., from different perspectives).
    - Where did their perspectives come from (their cultures, their learning, even their survival needs)?
    - Why would gang members want to understand signs from other gangs? (Various answers.)
- Explain that having only partial information, or making assumptions based on personal experience only, will result in a limited perspective.

Reading

- Locate the poem *Ballad of the Landlord* by Langston Hughes in a poetry anthology (or use a poetry index, or the Internet), and make copies for each student, or make a transparency.
- Tell the class you are going to read a poem, *Ballad of the Landlord* by Langston Hughes (1976, 1985). Allow at least six minutes for students to read the poem, or read aloud if using a transparency.
- Discussion questions —
    - Most of the poem is told from the tenant's perspective. But whose words are the italicized ones?
    - Why did the tenant get so mad that he threatened the landlord? What are his complaints? What does he think the landlord is trying to do to him?

  - How would the landlord's perspective be different from the tenant's?
  - In the last three lines of the poem, we are given the title and subtitle of a newspaper article about the incident. If the article were written from the tenant's perspective, what might the headline say?

Journal Options

- Students may choose to use one of these assignments as a journal entry —
  - Write a poem from the landlord's perspective.
  - Write the body of the newspaper article mentioned in the poem.

Session 2

Activity

Silent Reading

- Tell the class that our experiences and feelings influence our perspectives. Distribute *What Are They Thinking?* and read the introductory paragraph together as a class. Have students read the situation and record in the right hand column what Dave might have been thinking and what Kim might have been thinking during each part of the interaction. Allow students about 10 minutes to read and write phrases in the two columns.
- Discussion questions —
  - What was the primary cause of the difference in perspective? (Culture, experiences.)
  - What might each person have been thinking during this brief encounter? (Ask several students to respond to each paragraph.)
  - What was influencing each of their interpretations of the meeting? (Family values, cultural norms.)
  - Was one person right and one person wrong? (Yes, no.)
- Explain that none of us sees absolute reality, but reality from our unique perspectives. Other people have different perspectives just as valid as our own.

Out of Class Assignment

Intergenerational Comparisons

- Tell the class that often people of different ages have different perspectives. Ask them why this might be true.
- As a class, discuss issues that might be viewed differently by different generations — children, parents, grandparents, etc. Some of the topics might be the type of music they enjoy, political views, choices of entertainment, what to look for in buying a car, etc. List the topics on the board or on an overhead transparency. Each student will choose a topic generated by the class, or come up with a new topic, and get perspectives on that topic from three different people (one perspective can be the student's own or a friend's). Each of the three people should be at least 20 years apart in age from the other two. A simple statement from each person is adequate. Distribute the *Generation Perspectives Assignment* sheet or ask students to document their results.
- Allow students a number of days to complete this assignment. Score for clarity of the topic, having quotes from three people, following the age requirement, and clearly stating each perspective. Encourage students to report on findings from their interviews. Discuss the results as a group. Lead the class to summarize the differences and similarities in generations' perspectives and why these exist. Some reasons — social norms, historical events, standard of living, life experiences, etc. Collect the assignments.

Assessment

- Divide the class into groups of three. Each group should assign the tasks of time keeper, recorder and reporter. Distribute *Perspectives — Where Do They Come From*? and read the directions together.
- After the groups have completed the three assignments, collect the following information as a class —
  - How many possible negative effects of not seeing another's perspective did each group think of? (Write the numbers on the board).
  - What things influence our perspectives. (List ideas from each group, including repeated ideas. Categorize the ideas under Beliefs, Values, Experiences, Feelings).
  - From the articles we read in class, how would one person's life have been better if he or she had seen another perspective? Listen, paraphrase each response, and allow others to ask questions or add comments.

Teacher's Notes

- Allow all cooperative learning groups to respond to questions 1 and 2, then three or more groups to respond to question 3 (as time allows). Allow class time to summarize comments based on what was heard or observed.

Closure

Summarize by saying —

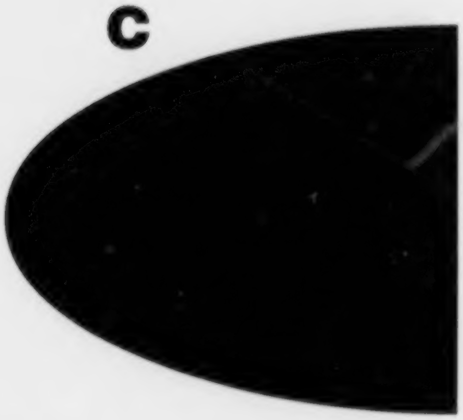
- We all have perspectives which come from our personal beliefs, values, feelings, and experiences. By realizing that others may see things differently, we can learn to avoid some conflicts. It all begins with realizing what you think and what has contributed to your perspective. You will find this is a lifelong challenge.

Which is Different?

A

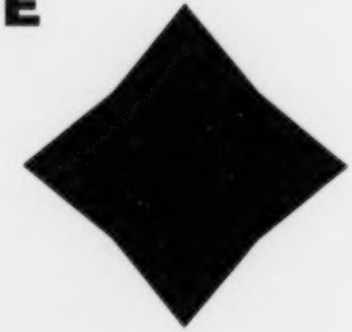
B

C

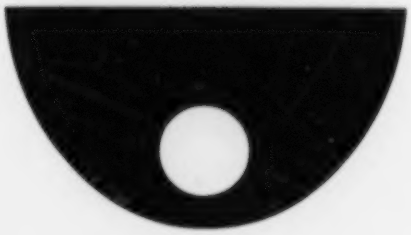


D

E

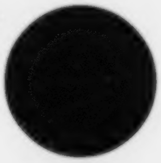


F

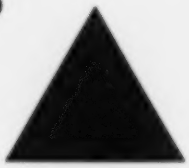


Which is Different? Answer Key

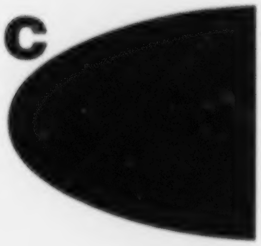
A



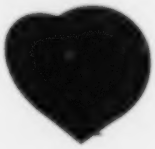
B



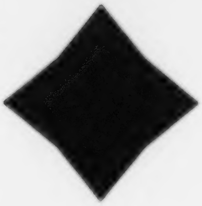
C



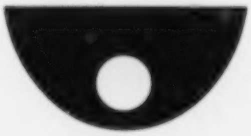
D



E



F



A has no points

B has no curves

C is largest

D is asymmetrical (or "misshapen")

E has four sides

F has a hole in it (or is two shapes)

Latell Chaney thankful for outpouring of support

Cash and cards received since beating

Cards, letters, and cash have poured in for Latell Chaney during the last week, and a fund-raising party was thrown for him Friday night at the Calhoun Beach Club.

"I'm feeling proud, right now, and thankful," said Chaney, who is deaf and spoke through sign language interpreters Friday. "Thank you for all your support."

Police say he was beaten on Feb. 26 by five men who attacked him on a city bus after apparently mistaking his sign language for gang gestures.

"I think the Minneapolis community has to learn about deaf people and deaf culture," said Chaney. "I think Minneapolis has to be educated on sign language."

Five men have been arrested, three of whom were charged Friday. They are expected to make a court appearance Monday. The men allegedly accosted Chaney at a bus stop, then tried to get on the bus behind him, but were refused by the bus driver. They followed the bus in a car, boarded it and attacked Chaney with a broken bottle. Surgeons removed his right eye Monday.

Chaney's attorney, Jeffrey Baill, of Minneapolis, said Chaney tried to tell the driver not to allow the men on board by waving his hands and making vocal gestures. Bob Gibbons, public relations director of the Metropolitan Council Transit Operations (MCTO), said Friday, "Our investigation continues, but our initial assessment does not find fault with the driver's performance."

He said the driver reported that Chaney "did not communicate his concern about the customers" who boarded at 7th St. and Bryant Ave. N., where the assault occurred.

Baill accused MCTO of negligence, and said he'd seek a settlement of $200,000, the limit of the agency's liability under state law.

Chaney had little to say about the incident. "I really don't want to talk about it," he said Friday. "I think the MTC did everything wrong." The sight in his left eye remains blurred from the assault, although it is expected to return, Baill said.

In the meantime, Chaney's mother, Brenda, said she is "shocked" by the support the family has received to help pay her son's medical bills. Since a trust fund was established for him last week, $13,000 in contributions have come in. The Hopkins Jaycees, WBOB Radio, and the Calhoun Beach Club held a fund-raiser at the club in Minneapolis.

Chaney was at first "very angry and upset" about the beating. "I didn't understand why," he said. But he is relieved now and thanked police. "I'm very happy today because they are caught."

Charged Friday with four counts of aggravated robbery and assault were Robert E. Lloyd, 20: Kenneth R. Carpenter, 20, and Kevin L. Perkins, 21. Karl Rae Brown, 18, and Kenneth L. Bentley, 22, were charged last week.

Contributions can be sent to the Latell Chaney Fund, c/o Norwest Bank, 6th and Marquette, Minneapolis, MN 55479.

1. Describe the incident —

2. Why did it happen?

Reprinted with permission. Furst, R. (1995, March 11). Latell Chaney thankful for outpouring of support. *Star Tribune* Minneapolis/St. Paul, Minnesota. p. B1.

What Are They Thinking?

Dave and Kim were not only raised in different families, but also in different cultures: Dave in the US, Kim in Japan. In Japan, physical contact, such as a handshake, is not the norm — a bow is the accepted form of greeting. But for Dave, it is normal to clap hands, pat backs, and tap shoulders. Personal space is also culturally defined. In some countries, like Japan and Germany, people stand further apart while speaking than they do in the United States. Dave was taught to maintain eye-contact while talking to someone. But in Japan, eye-contact can be taken as a sign for disrespect. Most importantly, Dave often will introduce himself to girls he doesn't know. In other cultures, including Japan, boys and girls only meet through relatives or mutual friends. It is considered very forward for boys to approach unknown girls. Such differences vary from culture to culture, but also from person to person and family to family in the same culture.

Record what Dave and Kim might be thinking during their brief meeting.

	Dave	Kim
Dave was interested in the new foreign exchange student, Kim, who had just come from Japan. She was cute and looked like she could use a friend. At lunch, Dave noticed her looking around trying to decide where to sit.		
"Hey Kim, I'm Dave. What's up?" he asked, extending his hand.		
She looked confused and hesitated as he shook her hand. When Dave tried to talk to her, she moved back a few steps. When they talked, she looked at the floor, her shoes, to her side, but never at Dave.		
"Wow, I guess she's blowing me off. Oh well, if that's the way she wants to be, fine," Dave thought, excusing himself.		
Dave was wrong in his interpretation. Kim was very interested in making friends and Dave was cute and seemed nice. She wanted to encourage him, but he didn't recognize her signals because he was blinded by his own cultural perspective.		

Generation Perspectives Assignment

Name ____

Directions —

1. Choose a topic.
2. Interview three people (one may be yourself or a friend).
3. The people are to be at least 20 years different in age. Example: 16 year-old student, 36 year-old (or older) relative, 56 year-old (or older) neighbor.
4. Note each person's name and age.
5. Write one statement from each person clearly representing his or her perspective on the topic.

Topic ____

____

____

Name ______________________________ Age __________

Perspective ____

____

____

Name ______________________________ Age __________

Perspective ____

____

____

Name ______________________________ Age __________

Perspective ____

____

____

Perspectives — Where Do They Come From?

Everyone has a perspective. Seldom do two people have the same perspective. Ignoring another person's perspective can and does lead to misunderstandings.

Process

- Select one member to keep track of time for the group while participating.
- Select one member to record the group's ideas while participating.
- Select one member to report the group answer to the whole class after participating.

Assignment

In your learning group, in three minutes, name as many negative effects of not seeing another person's perspective as you can. The recorder will make a tally mark every time someone names an effect. Count the tally marks after three minutes and be ready to report the number to the class.

Negative effects —

Total number of ideas are ____________

As a group, identify four or more things that influence (or cause) us to have the perspectives we have (5 minutes). These will be reported to the whole class.

1. ____
2. ____
3. ____
4. ____

Choose two people from the three articles we read in class and describe how their lives would have be better if they could have seen other perspectives. Prepare to share your ideas with the entire class.

1. Character ____________________ From which article ____________________

   Life would have been better in the following ways ____________________

   ____

2. Character ____________________ From which article ____________________

   Life would have been better in the following ways ____________________

   ____

Lesson 4

Perspectives Change with Information

Teacher's Notes

Time

- 1 hour.

Objectives

- Identify situations where perspectives changed after gaining new information or additional experience.
- Form a personal perspective after gaining new information on a topic.

Preparation and Materials

- 6–10 unusual items placed around the room (found at home or at school).
- Verbal clues on an overhead transparency to help identify the items.
- Names and descriptions of items on an overhead transparency.
- Timer.
- Students assigned to cooperative learning groups of three.
- Room arranged for small group work and movement to view items.

Adult Reflection

Generally, the more we know about something, the more accurate our perspective will be. Can you think of a time when you changed your perspective about something because you learned more about the issue? How does this relate to what we try to do as teachers? Have you ever used a student's changes in perspective as an evaluation of your effectiveness as a teacher? Why or why not?

Anticipatory Set

True or False?

- Ask students to take out a piece of paper, and number it 1 to 4. Tell them to answer the following questions true or false —
    1. True or false — It is not what you know, but what you *think* you know, that influences your choices.
    2. True or false — Good decisions are easier to make with more information.
    3. True or false — Good decisions are harder to make with more information.
    4. True or false — What you see is what you get.
- Tell students you will return to these questions at the end of class.
- Ask the class if they know what a metaphor is. (A metaphor describes one thing using a comparison to something else that is seemingly unrelated.) Any examples? (Walking down the path of life. Drowning in money.)
- Tell the class that they will explore one way that people develop their perspectives or points of view, by learning from others.

Cooperative Learning Group: Naming the Unknown

- Divide the class into learning groups of three. Place six to ten unknown objects around the room, especially ones that resemble more familiar items. Examples —
    - Chinese exercise balls look like toys for young children or metal marbles, but are really health tools for elderly people in China.
    - A jar of Udder Balm with the label concealed will look like cold cream, but is a salve used on cow udders.
    - A book the size of the class text covered with a book cover.
    - A toy that conceals a pencil sharpener or other tool.
    - An Asian pear which is round and reddish in color, resembling a North American apple.
    - A mouth harp, which might resemble a type of Allen wrench, but is a folk instrument played in the hallow of the mouth by plucking a wire away from the mouth.
    - A video storage box without a label. The video inside the box is a home movie with no label.
    - A common fairy tale written in an unfamiliar language.
    - A stuffed animal backpack with the straps concealed.

- Tell the students —
  - When I say "begin" you may walk around and look at the objects around the room. You may not pick up or touch any item. In your cooperative groups you will name each of the items. If you do not know the name, describe the item using a metaphor. For example, if the object is round, you might say it is round like the moon. You have three minutes to look at the items. When the bell rings that is the cue to meet in your cooperative groups to determine what all the items are. In your group, the recorder numbers a paper 1 to 10, leaving three lines for each number. Each team member will give a name for each item. Take turns being the first to name each item. Write down what each person says for each item. You have 15 minutes.
- Allow groups time to look at items for 3 minutes and discuss the items for 15 minutes. Tell the students —
  - As a group, choose three items you are unsure about. Each member may go to one item and pick it up for 10 seconds. You are on your honor to pass the item to a different team after 10 seconds. Do all teams know which items they want to examine? When the bell rings return to your team.
- Set the timer. After students return to their groups, give them time to change the names for their three items using their new information. Tell them that you will give them some clues.
  - Now I will give you some clues.
- Display short clues for the items such as —
  - health item
  - dairy farmers use this
  - story I read at home
  - useful for a student or accountant
  - a fruit from Asia
  - a musical instrument
  - something for a family reunion
  - kindergartners in Germany know this
  - useful when traveling from home

Teacher's Notes

Teacher's Notes

- Review your list of names and, using these clues, make corrections as appropriate. When groups have completed making their changes, display the 10 names with their short definitions on the board or a transparency. Ask each team to score its own work. Allow teams to ask questions about the items. Ask each team to offer one name or metaphor that was *not* correct and provide *their* rationale for the choice.
  - What helped the team to get some of the items correct? Draw out the point that additional information was helpful.

Extension Activity

- Ask students to bring items from home for class discussion, selecting items they feel may be unfamiliar to some or all students in the class.

Paired Activity

- Ask students to pair up and discuss what the following paragraph is about. Read aloud —
  - "What is going on?"
  - Sally first tried setting loose a team of gophers. The plan backfired when a dog chased them away. She then entertained a group of teenagers, and was delighted when they brought motorcycles. Unfortunately, she failed to find a Cat Burglar in the Yellow Pages. Furthermore, her stereo system was not loud enough. The crab grass might have worked, but she didn't have a fan that was sufficiently powerful. The prank phone calls gave her hope until the number was changed. She thought about calling a door-to-door salesperson, but decided to hang up a clothesline instead. It was the installation of the blinking lights across the street that did the trick. She eventually framed the ad from the classified section.
  - What is the story about?
  - What makes it hard to understand the story?
- Read the explanation —
  - What if I begin by telling you that Sally dislikes her neighbors and wants them to move? Now listen as I read the story again.
- Read "What is going on?" again, and have students discuss with their partners what it is about.
  - Why is it easier to understand now?
  - What does this demonstrate about perspective?

Journal Option

- Give students the following directions —
  - Ask your family about times when their perspectives changed after they had more information about a person or situation. What happened? What influenced their change? How did they feel?

Assessment

Writing Assignment

- Participation in the activity required critical thinking. Ask students to describe how and why their perspective changed during class, or about an out-of-class experience where new information changed their perspective. Evaluate these by ensuring every essay describes —
  - a situation, and their perspective
  - new information they received
  - how their perspective changed with this information

Closure

True or False?

- Give students the following directions —
  - Find your answers to the true and false test we took at the beginning of class.
  - Have your opinions on the statements changed?
    1. True or false — It is not what you know but what you think you know that influences your choices. What is your answer now?
    2. True or false — Good decisions are easier to make with more information. What is your answer now?
    3. True or false — Good decisions are harder to make with more information. What is your answer now?
    4. True or false — What you see is what you get. What is your answer now?
- Ask the students to support the learning with personal anecdotes, in which their own or other people's perspectives changed dramatically with new information.

Lesson 5

Perspectives, Feelings, Values, and Beliefs

Use *Flowers for Algernon* or Article on Larry James McAfee to Observe Changes in Personal Perspective

Time

- 8 hours for the novella (*Flowers for Algernon*).
- 2 hours for the short article.

Objectives

- Identify different feelings related to changes in experience.
- Recognize how feelings influence personal perspective and how personal perspective influences feelings.

Preparation and Materials

- Feelings chart displayed in class. (A feelings chart is a poster with common words for emotions: happy, sad, excited, angry, confused, etc. Often the words are illustrated with expressive faces. Counselors and school psychologists often have these.)
- Student journals.
- *Personal Change Experience Journal Entry* made into an overhead transparency.
- Decide, based on student skills, if portions of the story will be assigned for independent reading.
- *Flowers for Algernon* by Daniel Keyes obtained for each student (available in many 8th and 9th grade reading texts) or *Larry James McAfee* article copied for each student.
- *Change Experience Skit Evaluation* copied for each student.

Adult Reflection

Perspectives and feelings have strong ties. One is influenced by the other in even the most rational people. Can you think of a time when you were able to overcome an emotional reaction and maintain a positive perspective? A time when your perspective of something or someone was more positive because of your feelings? Are there ways to influence other people's perspectives? When might this be a good thing? What might be the risks or negative outcomes of trying to influence other people's perspectives?

Anticipatory Set

Writing Assignment

- Display a feelings chart in the room. A feelings chart is a poster with common words for emotions: happy, sad, confused, excited, etc. Often these words are illustrated with pictures of expressive faces. You may be able to get a feelings chart from a counselor or school psychologist or from a Health or Family Life Sciences teacher.
- Tell the class you are going to start reading a story about a man who undergoes great changes in his life. As he goes through these changes, his feelings about himself and others change.
- Tell the class that before they read *Flowers for Algernon* (or the *Larry James McAfee* article) they are going to consider how changes in their lives have affected their feelings. This writing will go in their journals; it is private unless they want to share it with someone else.
- Use the *Personal Change Experience Journal Entry* transparency to demonstrate the assignment, using the example provided or your own example.
- Tell the class to go to the next blank page in their journals and follow these guidelines —
  - Think of the biggest changes you have experienced in your life. Maybe you moved, somebody joined or left your family, or you took up a new hobby or discovered new interests. Select two of these experiences.
  - Write the first important change experience from your lives on the top line and another in the middle of the page. Divide the page into thirds vertically. Label the three columns "Before, During, and After." (Pause as students prepare the pages in their journals).
  - Using words and phrases, identify life-style and emotional differences before the change occurred, during the change process, and after the change was completed.

- Encourage students to make parallel connections for each entry, such as "Before I moved I felt popular, during my move I felt worried, now I feel like I have a few really good new friends." Tell them they might use the feelings chart to help them think of appropriate words to describe their feelings. Allow a few minutes for students to write about each of the events in their lives.

Guided Reading: Teacher's Notes

- A guided reading lesson has the following components —
  1. Introduce relevant vocabulary.
  2. Give the students a purpose for reading each selection, asking them to locate specific information within the text. (For example, "As we read pages 52–60, find three reasons the train went west.")
  3. Allow reading time.
  4. Use the information from step 2 to begin a discussion. (For example, "Who can tell me one reason the train went west.")
  5. Reading aloud to reinforce content. (For example, "What passage tells us that the train went west because of high unemployment in the East? Can you read that passage?")

Note — The purpose of literature in this curriculum is to teach concepts related to perspective and understanding others. Reading aloud is recommended. It is not necessary for all students in the class to read aloud. In an average secondary classroom, there will be three to eight students who read below the expected grade level; these students will have difficulty reading the text. Their slow reading rate will not enhance comprehension of the literature. Also, these students will benefit more from listening to the story being read aloud than from trying to track while someone reads at a faster pace. In an average classroom, there will also be three to eight students who read considerably above their grade level, and at a fast pace orally. Having these students read aloud will probably not enhance comprehension of the literature, because their reading rate may be faster than normal talking rate, and can limit the comprehension of content by listeners. Allow students to volunteer to read aloud for the class, and select students who read at an even rate with expression. Do not require all students to read aloud. Determine that students are following the story by their participation in discussion rather than following along as others read aloud.

Teacher's Notes

Background for *Flowers for Algernon*

Flowers for Algernon is often labeled as science fiction, and is known as one of the most sensitive and moving works in the genre. But it is quite different from the science fiction most people think of, with spaceships and aliens in the far future. *Flowers for Algernon* takes the form of a diary, from the point of view of a man with mental retardation who undergoes surgery to make him "smart." The story takes place in the 1960s (when it was written), and except for the surgery Charles Gordon undergoes, the characters and situations are very true to life at that time. While such surgery as described in the story does not exist, the story resonates with current controversies in medical science.

The alternative short article lesson begins on page 71.

Literature Reading

Vocabulary

Psychology — The study of human thought and behavior.

Psychological tests (there are three mentioned in the story) —

1. **Rorschach Test** (or inkblot tests) — Subjects are asked what they see in abstract designs; assesses emotional and intellectual processes.
2. **Thematic Apperception Test** — Subjects are shown pictures and asked questions, testing the ability to draw conclusions or make reasonable assumptions based on the information given.
3. **IQ test** — A variety of verbal, mathematical, and analytical skills tests, to derive a numerical score as a measure of intelligence. An IQ (intelligence quotient) is just a score on an IQ test. An average score is 90-110. The validity and appropriateness of IQ tests, and using single numerical scores to measure intelligence, are now much debated. The outcome of a test can be affected by the individual's speech skills, motor skills, first language, educational background, willingness to participate, etc.

Maze — A puzzle of winding paths used to test the rate of learning in both humans and animals.

Motivation — The desire and drive to achieve a goal.

Neurosurgeon — Doctor of the brain and spinal cord.

Reading Part 1

Teacher's Notes

- Purpose for reading —
    - This story is in the form of a journal, written by a man named Charlie Gordon. The first part we will read introduces Charlie and his important decision. As you read the section, you should think about the decision Charlie must make.
- Read aloud through "Mar 10."
- Discussion questions —
    - Charlie has to make a very important decision at the beginning of the story. What was Charlie's important decision?
    - How well did Charlie understand his choice? What sentence in the first five progress reports led you to think that?
    - What are the reasons Charlie gives for undergoing the surgery. Consider reasons for not having the surgery, and compare them to the reasons he gives.
    - How would you feel about this if you were Ms. Kinnian, and Charlie were your pupil and friend?

Reading Part 2

- Purpose for reading —
    - As we read the remaining reports for March, pay attention to the relationships Charlie has with his coworkers and be ready to describe Charlie's feelings.
- Read aloud through "Mar 29."
- Discussion questions —
    - What do we know about Charlie's relationship with his coworkers? How does he feel about them?
    - What do the coworkers mean when they say, "you really pulled a Charlie Gordon"?
    - How do you predict the operation will affect Charlie's feelings about his friends?

Writing Assignments

- How might the person being named feel when someone says, "You really pulled a (name)"?
- Why do people sometimes treat other people in inhumane ways?
- Have you ever insulted another person or been insulted? Why did it happen and how did it feel?

Reading Part 3

- Purpose for reading —
  - In this next part of the story, the operation begins to take effect. As you read through the April 18 entry, you should note three changes in Charlie's behavior.
- Read through "Apr 18."
- Discussion questions —
  - Everyone take one minute to write down changes in Charlie since the operation. (Pause for a minute.) Who will share one of their observations? What sentence describes that change? (Take two or three more examples.)
  - What learning tool did Dr. Strauss give to Charlie?
  - What is happening with Algernon and Charlie?
  - Why did Miss Kinnian run out to the lady's room while talking to Charlie about his friends?

Reading Part 4

- Purpose for Reading —
  - From April 20 through April 30, Charlie describes how his feelings about people are changing. As we read these entries identify two people for whom Charlie's feelings have changed.
- Read through "Progress Report 11, April 30."
- Discussion questions —
  - What relationships were mentioned? (List them on the board.) How have Charlie's feelings toward each of these people changed?
  - Average IQ scores are between 90 and 110. What was Charlie's IQ before the operation? What will Charlie's IQ be after the operation? What might this difference mean?
  - Why would a change in IQ affect feelings about people? Why would a change in IQ affect people's feelings about Charlie?
  - In your opinion, was Charlie more valued before or after the changes began to take effect?
  - "Before, they laughed at me and despised me for my ignorance and dullness; now, they hate me for my knowledge and understanding. What in God's name do they want of me?" If Charlie asked you this question, how would you answer him?

Reading Part 5

- Purpose for reading —
  - Like many people who have gained new strengths, Charlie decides to use his new intelligence to benefit others. As we read the May entries, identify the moment Charlie decides to use his new intelligence to benefit others.
- Read the May entries.
- Discussion questions —
  - What event prompted Charlie to work to help others? What sentence states Charlie's decision?
  - Charlie states in one entry that he doesn't "communicate much with people anymore." How do you understand this, since he is clearly a much better writer and is much more articulate than he was at the beginning of the story?
  - What is happening to Algernon? Predict what this might means about Charlie's progress?

Reading Part 6

- Purpose for reading —
  - In June Charlie documents the deterioration of his newly gained skills and knowledge. How does he feel about this?
- Read the June entries.
- Discussion questions —
  - How does Charlie feel about his loss of knowledge and skill? Can you think of people who might feel this same way?
  - Is it helpful that Charlie knows what to expect? Why or why not?

Reading Part 7

- Purpose for reading —
  - The July entries describe Charlie's return to life as it was before the operation. How does Charlie feel about the experiment?
- Read the July entries.
- Discussion questions —
  - How does Charlie feel about the experiment?
  - Compare the Charlie at the beginning of the story with the Charlie at the end of the story. How is his life different? How is it the same? Consider especially Charlie's relationships with the people in his life: his coworkers, his teacher, his landlady, and the doctors?
  - Charlie tells Ms. Kinnian not to feel sorry for him. Do you feel sorry for him? Why or why not?

Teacher's Notes

   - Charlie undergoes some dramatic changes in the story. Discuss some of these, but also discuss what about Charlie stays the same — what about Charlie is "Charlie" whether his IQ is 68 or 200?

Closing Comments

- Tell the class —
   - What we experience, our feelings and, the beliefs and values used to stabilize our lives all contribute to our personal perspectives. As with Charlie, the realities we face may remain the same, but because we change, our perspectives change. And, like Charlie, because of the changes in our lives, other people have new perspectives about who we are. Our experiences affect our feelings, our feelings affect our beliefs, our beliefs affect our values, and all these affect our perspectives. In turn, our perspectives affect what we think about our experiences and the world around us.
- Turn to page 73 for Assessment and Closure.

Background for Larry James McAfee

Alternative reading to *Flowers for Algernon*

The story of Larry James McAfee (see page 75) is an alternate article to demonstrate how experiences influence feelings and feelings influence perspective. This is a true story about a young adult whose life was changed. *Larry James McAfee* (Shapiro, 1993) also revolves around issues of medical science and persons with disabilities. As in *Flowers for Algernon*, the medical experiences affected Larry's feelings and his feelings affected his perspective.

Article Reading

Vocabulary for Larry James McAfee

Paraplegic — Paralyzed in both legs.

Respirator — Medical equipment that forces air into and out of the lungs.

Vagaries — Unclear or erratic actions or statements.

Medicaid/Medicare — US federal programs for providing health care to people who need it.

Mechanism — A machine made to do a specific job for people.

Technology — The machines that replace manual effort and the processes of creating these machines.

Environmental Control System — Technology that connects all household operations to a central control panel.

Personal Assistant — Someone who supports a person with a disability or illness.

Bureaucracy — Rules and procedures, often legal or governmental, that sometimes hinder actions.

Short Reading

- Purpose for reading —
  - We all experience changes in life. Today we are going to read about Larry James McAfee. His change experience was truly life changing. As we read the article, identify the two changes for Larry James McAfee. Think about how these changes affected his feelings, values, and beliefs.
- Read the *Larry James McAfee* article aloud.
- Discussion questions —
  - What were the two changes in Larry's life?
  - How did McAfee feel about his loss of abilities after the accident?

Teacher's Notes

  - McAfee said, "People say, 'You're using my taxes. You don't deserve to be here.'" How do you think this affected Larry's feelings?
  - Why would a change in ability affect feelings about life?
  - How do you think McAfee feels about his life now? What statement from the article makes you think this?
  - Compare Larry before the motor cycle accident and by the end of the article. How is his life different? How is it the same? Consider especially Larry's control over his daily life choices.
  - In your opinion, was Larry more valued before or after the accident?
  - Larry undergoes dramatic changes in his life. What about Larry stays the same - what about Larry is "Larry" whether he can control his arms and legs or not?

Writing Assignment

- Tell the class —
  - How might a person feel when others say, "You don't deserve to be here?" Describe ways that "You don't deserve to be here," is communicated to others. Are there ways that students are made to feel unwanted in this school?

Closing Comments

- Tell the class —
  - What we experience, our feelings, the beliefs and values used to stabilize our lives all contribute to our personal perspectives. As with Larry McAfee, the realities we face may remain the same but because we change, our perspectives change. And, like Larry, because of the changes in our lives, other people have new perspectives about who we are. Our experiences affect our feelings, our feelings affect our beliefs, our beliefs affect our values, and all these affect our perspectives. In turn, our perspectives affect what we think about our experiences and the world around us.

Assessment

Group Discussion

- In class, brainstorm perspective-changing experiences such as marriage, getting a driver's license, getting a speeding ticket, being assaulted, etc. List possible perspectives before and after each event, and how they change. The *Personal Change Experience Journal Entry* could be used on the overhead to document the class contributions.

Cooperative Learning Group Skits

- Divide the class into small groups, and ask each group to write (or plan) a skit to perform. Each skit would demonstrate how an experience could change a person's perspective.

Closure

- Each cooperative learning group will present their skit. After each presentation, comment on the evidence of change in perspective resulting from the life experience presented in the skit.

Teacher's Notes

Personal Change Experience Journal Entry

Event #1 — Adopting my daughter

Before	During	After
Sad about not being a parent	Nervous	Happy to watch her grow
Work-centered		Home-centered
Busy	Busy	Busy
Frustrated with agency	Grateful to agency	
Single		Family
Need support of friends	Need support of friends	Need support of friends

Event #2

Before	During	After

Larry James McAfee

Larry McAfee was a young engineering student in Georgia. After a motorcycle accident, he became a paraplegic. Due to the vagaries of Medicaid and Medicare funding, Larry was shuttled among the intensive care unit of a hospital and bad nursing homes. Because Georgia paid the same rate to nursing homes whether the individual used a respirator or not, many nursing homes wouldn't accept him. He had no prospects for a job, a place of his own, or a life of his own. His treatment was often dehumanizing, and he suffered profound depression. McAfee said, "Every day when I wake up there is nothing to look forward to. People say, 'You're using my taxes. You don't deserve to be here.' You just reach a point where you can't take it anymore."

Larry used his engineering skills to design a mechanism with which he could commit suicide. After a complicated series of legal hearings, the decision was made to allow Larry to kill himself. This decision received media coverage, and people heard about Larry. Many wrote letters supporting his decision to commit suicide. A person without a disability would never find such legal sanction for suicide. Similarly, people who choose to live rarely enjoy the kind of attention and popular support as Larry McAffee had to kill himself.

Russ Fine, the Director of the Injury Prevention Research Center at the University of Alabama, let McAfee know that he supported his right to commit suicide, but wanted to make sure he knew his options first. "We have technology literally to resurrect the near-dead," he said, "but not the components to address quality of life." Medical technology had saved Larry's life, but even those closest to him did not know if his life was any longer worth living. Russ Fine approached Larry's depression and suicidal desires the way any knowledgable person would for a non-disabled person. He encouraged Larry to get counseling for depression, and address the fundamental issues causing his unhappiness.

With Fine's involvement as friend and advocate, and through the contacts he eventually made with others, McAfee's life began to improve. Disability advocates took up the cause. He received an environmental control system that allowed him to use his telephone and TV and a computer that was voice activated. He was able to use the computer to do the kind of work he had been doing before his accident. He finally moved into a home of his own with personal assistance. He said he was happy to be alive and that he was "living a good life." If it weren't for the bureaucracy that entangled him, McAfee might have taken his life long before the opportunity to have a new life was made available to him.

From *No pity: People with disabilities forging a new civil rights movement.* Copyright ©1993 by Joseph L. Shapiro. Adapted by permission of Shapiro, J.P. (1993). Times Books, a division of Random House, Inc.: New York.

Change Experience Skit Evaluation

E = excellent
S = satisfactory
N = needs improvement

Self		**Teacher**
____	Initial perspective is clear.	____
____	Specific life experience is evident.	____
____	Change in perspective is clear.	____
____	All members of the group participated in the presentation.	____
	Overall Evaluation	____

Lesson 6

Using Information in a New Way

Time

- 3–6 hours.

Objectives

- Clearly state a perspective on a given topic.
- Present different perspectives in a respectful manner.

Preparation and Materials

- *Topic Sentences (1–5)* posted around the room.
- Room arranged for small group work.
- If necessary, students assigned to cooperative groups of three to five.
- *Topic Expansions* copied for each cooperative group.
- *Presentation on Perspectives Preparation* pages 1 and 2, copied (not back-to-back) for each group.
- *Perspective Presentation Checklist* copied for each group.
- *Perspective Presentation Feedback* made into an overhead transparency.

Adult Reflection

Have you ever used old information in a new way? Sometimes the same information can promote a new perspective if applied in a different context. This lesson will force students to organize and analyze the serious information from Lesson 5 through different lenses. Research indicates that learning increases when learners are challenged to organize information differently.

Anticipatory Set

- Post the five topic sentences around the room at work stations. Begin the lesson by discussing how medical progress influenced the lives and perspectives of Charlie or Larry James McAfee. Read the topic sentences posted around the room. In preparation for a cooperative group activity, students are asked to consider five issues stimulated by the reading.

Activities

Writing Assignment

- In preparation for the cooperative group activity, students are asked to consider five issues (see below) stimulated by *Flowers for Algernon* or article on *Larry James McAffee.* Students write paragraphs stating their perspectives on one of the topics, and, if possible, identify what experiences, feelings, beliefs and values contribute to their perspectives. The issues are —
    1. The one thing I would change about myself if anything were possible.
    2. Medical technology has gone too far.
    3. Why do good people make fun of people with limitations?
    4. Portrayals of people with different abilities in media, especially movies: are they accurate and sensitive?
    5. Personal improvements through surgery: how much is too much?
- After students have written paragraphs about their personal perspectives, post the five topics around the room at stations. Each student will go to the station of the topic they wrote about; these will be the small work groups. No more than five students per group. If there are six or more students for a topic, the teacher will divide the group into two working groups of three or more students.

Session 1

- The students will share their written perspectives with the other students in their work group. Respect for all perspectives is the social skill to work on. Specifically, the group is to identify different perspectives to be used in the group presentation. While the groups are sharing their perspective paragraphs, distribute the *Topic Expansions* handout, and page 1 of the *Presentation on Perspectives Preparation* to each group. After sharing their personal perspectives, the group will read and discuss the expanded version of the topic. Encourage them to add to their identified perspectives.
- The group will document various perspectives about the topic. As a group, decide what information to ask others related to the topic. Who will be asked? The persons polled may be friends, parents, siblings, relatives, employers, community members, etc. Each member will ask the identified questions and collect the responses for use by the group in creating their presentation. Group members must be careful to ask the questions without bias and to accurately record responses.

Cooperative Group Activity: Game Shows

- Each group of three to five students will present three or more perspectives on one of five topics. The presentation format is to be a TV game show. Evaluation of the presentation will include observations by other students as well as an objective checklist completed by the teacher. Students will need two days or more to complete the assignment before presenting to the class because they are asked to gather information from family members and friends for use in creating the various perspectives.

Session 2 (and 3 as needed by the class)

- Distribute page 2 of *Presentation on Perspectives Preparation* to each group. Each group will create a 7–15 minute presentation using a game show format to communicate three or more perspectives on the topic. With the class select several familiar TV game shows as models to use. Each group member will be involved in the presentation. Each perspective is to be clearly identified by the observers and all perspectives are to be given equal respect. The group will prepare the top half of the *Perspective Presentation Checklist* before the presentation.

Assessment

Session 3 (or 4)

- Explain the feedback process using the *Perspective Presentations Feedback* transparency. Each student will provide written feedback to each group.
- Students give their presentations. Post the topic statement during the presentation. Viewers will complete feedback comments for each group (see *Perspective Presentation Feedback* transparency). The teacher will use the *Perspective Presentation Checklist* to evaluate each presentation.

Teacher's Notes

Teacher's Notes

Closure

Paired Activity and Class Discussion

- Have a class discussion about feelings, experiences, beliefs, values, and their relationship to perspective. Consider discussion starters such as —
  - What have you learned about perspectives in this lesson?
  - How will what you learned help you?
- Have students write one or two sentences to answer each question, and pair up to share their answers. They may rewrite their statements as they discuss their answers. Tell students to be ready to share their answers.
- Call on pairs for sharing. Highlight key learnings and invite other students to add comments.

Topic Sentence #1

The one thing I would change about myself, if anything were possible.

Topic Sentence #2

Medical technology has gone too far.

Topic Sentence #3

Why do good people make fun of people with limitations?

Topic Sentence #4

Portrayals of people with different abilities in media, especially movies: are they accurate and sensitive?

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Topic Sentence #5

Personal improvements through surgery: how much is too much?

Topic Expansions

Note to the teacher — Copy this page as needed for the number of groups in the class. Separate each topic and give only the topic being addressed by the group to that group.

The one thing I would change about myself.
Consider how you would feel if you were offered the chance to have surgery that would change a weakness into a super strength — perhaps you would be turned into an excellent athlete, have a perfect memory, or be able to see through walls. Would you want this change to be made? How would it change you? How would it change your relationships with other people? How much of your sense of self is based on what you can and cannot do? What would most people want to change?

Medical technology has gone too far.
Many abilities are already improved by technology: many of us wear glasses, use hearing aids, wear braces, have prosthetic limbs, use wheelchairs, and so on. We also benefit greatly from research in physiology, psychiatry, dietetics, etc. Some of these used to be controversial. For example, some people think it is wrong to transplant body organs or take blood transfusions. What medical procedures were controversial during your parents' or grandparents' younger years? If we determine that the sort of surgery used on Charlie Gordon is "wrong," then how do we determine what is appropriate and inappropriate use of technology? Where should we draw the line? How far is too far? What are current controversies in medical science? Are there new medicines, procedures, or surgeries that are hotly debated?

Why do good people make fun of people with limitations?
Charlie Gordon wrote, "People of honest feelings and sensibility… who would not take advantage of a man born without arms or legs or eyes… think nothing of abusing a man with low intelligence." Is this true? Why would people want to abuse a person with low intelligence? How would they justify it to themselves? Why would people (such as Charlie's coworkers) also resent people who seemed much smarter than them? How would they justify this resentment? Are more people prejudiced against those who are less intelligent or more intelligent than they are?

Portrayals of people with different abilities in media: are they accurate and sensitive?
There are a number of films with "simple" characters, from Oscar winners like *Rain Man* and *Forrest Gump* to comedies such as *Dumb and Dumber* and old Jerry Lewis films. There are also a number of movies that are about or parody "brainy" people, such as *Good Will Hunting*, *Phenomenon*, and *Revenge of the Nerds*. It is also common to see "simple" and "brainy" characters on situation comedies — such as Woody on *Cheers*, and Larry, Darryl, and Darryl on *Newhart*, or Carol on *Growing Pains* and Steve Urkel on *Family Matters*. Discuss how they portray people with different intelligence. Are these portrayals accurate? Are they sensitive? Does it matter if media portrayals of people with different abilities are accurate and sensitive?

Personal improvement through surgery: how much is too much?
Pretend that Dr. Strauss's and Dr. Nemur's surgical procedure is perfect and has no side effects. Would such surgery be unethical or a great discovery for the good of humankind? Discuss the different possible perspectives people would have. Ask others what they think of the options to increase intelligence through surgical means. Who should have the option to increase their intelligence? Would a person have to have very low cognitive ability to have the surgery? Would those with the most potential be chosen for surgery so that they could invent things to benefit others? Would the procedure only be available to those with money to pay for it, or to everyone?

Presentation on Perspectives Preparation (page 1)

Take turns sharing your written perspective with the other students in your group. As a group, identify differences in perspective expressed in the writing. The goal is not to come to an agreement, but to recognize the differences for the presentation.

Group members ______________________________

____

Our topic is ______________________________

____

The perspectives we identify from our writings are —
(Write additional perspectives on the back of this page.)

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

As a group, read the *Topic Expansions* handout and discuss ways to expand the perspectives already identified above, or formulate additional perspectives. Add this information above.

As a group, decide who else to talk to about the topic, and what information to ask them. The persons polled should be outside of the class. They may be parents, siblings, other relatives, employers and coworkers, or community members.

Group members must be careful to ask questions without bias and to accurately record responses. Decide who will be responsible for talking to the persons you interview. Every person in your group must interview at least one person.

People to interview —

Presentation on Perspectives Preparation (page 2)

In your group, report on your interview findings. Summarize the interview findings below.

Discuss the interview results. Return to page 1 and add perspectives or add to the existing perspectives using the interview information.

Decide what format you will use to share perspectives with the class. You may do any kind of game show your team prefers.

Roles needed and persons from the group to fulfill each role.

1. ____
2. ____
3. ____
4. ____
5. ____

Use another piece of paper to plan your show — it need not be scripted, but it should be outlined and have its questions and answers written out.

- Develop the props you will need for your show.
- Prepare the top half of the *Perspective Presentation Checklist.*
- Compare your plan with *Perspective Presentation Checklist.*
- Rehearse the presentation.

Perspective Presentation Checklist

Prepare the top portion of this form and give to the teacher as your presentation begins.

Group members —

Date of the presentation —
Topic being presented —
Format being used —
Perspectives being presented —

Evaluation

Time presentation began

All members participated in the presentation.	1	2	3	4	5
Each perspective was clearly presented.	2	4	6	8	10
Each perspective was treated with respect.	2	4	6	8	10
Documentation submitted after the presentation, including perspective paragraphs, preparation sheets 1 and 2, feedback sheets from classmates.	1	2	3	4	5

Comments

Evaluator —

Total points —

Perspective Presentation Feedback

On a half sheet of paper prepare feedback for each presentation group. Give the feedback to the group by the end of the class period.

Group members —

Topic —

The perspectives I heard were —
(List as many as you recognize.)

1.

2.

3.

4.

Other comments —

Unit B

Other Perspectives

Developing Awareness of Different Perspectives

Objectives

- List the basic human needs in order according to Maslow's Hierarchy of Human Needs.
- When presented with life situations, identify which human need is most motivating the individual.
- When given a basic human need, generate an example demonstrating that need.
- Identify a character's beliefs, values, feelings, and experiences in *To Kill a Mockingbird.*
- After identifying a character's beliefs, values, feelings, or experiences, describe how they shaped that character's perspective.
- State one or more personal perspectives on an issue and identify a personal belief, value, experience, or feeling that influenced that perspective.
- Interview others to determine their perspectives.
- Analyze interviews to identify how personal belief, value, feeling, or experience contributed to each individual's perspective.
- List the differences between empathic listening and conversation.
- Role-play empathic listening.
- Apply empathic listening to a personal situation and report on the results.

Rationale

"While traveling abroad," one tourist said, "I was so saddened to see the people squatting to eat their supper from the ground with their fingers." "You should have traveled with me," said another. "I saw resourceful people. They relaxed on the cool cement while enjoying rich curry. After eating, they had little clean up — washing their hands and throwing the banana-leaf plates to the cattle." "Where did you go?" asked the first. "India." "So did I." Two people will often see the same events differently. In this unit, students will practice summarizing other viewpoints and use empathic listening.

Teacher's Notes

Lesson 7

Understanding Human Needs

Teacher's Notes

Note:—A completed diagram of Maslow's Hierarchy of Human Needs is located on page 150.

Time

- 40 minutes

Objectives

- List the basic human needs in order according to Maslow's *Hierarchy of Human Needs.*
- When presented with life situations, identify which human need is most motivating the individual.
- When given a basic human need, generate an example demonstrating that need.

Preparation and Materials

- Students assigned to heterogeneous groups of four.
- Room arranged for cooperative learning groups.
- *Maslow's Hierarchy of Human Needs* handout copied for each student.
- *Maslow's Hierarchy of Human Needs Group Activity* copied for each cooperative learning group.
- *Maslow's Hierarchy of Human Needs Worksheet* copied for each cooperative learning group and made into an overhead transparency.

Adult Reflection

Maslow's Theory of Motivation states that a lack in "deficiency" needs will prevent a person from having motivation for gain in the "being needs". In other words, motivation for food and shelter, safety, love and belonging, and esteem precede motivation for learning, aesthetics, and self-actualization. If this is true, what does it mean for educators? What must students have to be motivated to learn? Do you have days that you come to school without the motivation to learn? What can you do to change this in your life and support change in the lives of your students?

Anticipatory Set

Personal Reflection

- Tell the class to get out a blank piece of paper and a pen or pencil. Then give the following directions —
    - Write three things you cannot live without.
    - Next, write three things you don't want to live without.
    - Last, write three things that will help you keep or get the things you've listed.
- Tell students to keep this list because they will use it later.

Activities

Cooperative Learning Group

- Tell the class that today they are going to learn about a theory of human needs by Dr. Abraham Maslow.
    - Dr. Maslow proposed that there is an order to human needs, and that some needs precede others. He further proposed that all people are motivated to fill their needs sequentially from the lower levels to the higher. This is what "hierarchy," means — arranged by order of importance. You are going to work in cooperative learning groups today to complete the *Maslow's Hierarchy of Human Needs Worksheet.*
- Divide class into groups of four. Assign roles of reader, recorder, facilitator, and timer. If there are only three members, the facilitator may monitor the time.
- Distribute *Maslow's Hierarchy of Needs* handout to each student. Provide each cooperative learning group with a copy of *Maslow's Hierarchy of Human Needs Group Activity* and a copy of *Maslow's Hierarchy of Human Needs Worksheet.* Students should also have their personal reflection lists from the beginning of the lesson.
- Review and clarify directions on *Maslow's Hierarchy Group Activity.*
- Allow 35 minutes to complete the diagram. Each group should select three examples to contribute to the class discussion.

Closure

Discussion

- Ask students the following questions —
  - What are the seven types of human needs listed by Maslow? (Fill in a class diagram on the transparency using the teams' contributions.)
  - Why are the seven needs in hierarchical order?
  - Which needs are "deficiency needs"?
  - Which needs are "being needs"?
  - Do you agree with this theory by Maslow? Why or why not?
  - Is there anything about the order that you question?
  - What are three examples of needs from your learning group and which level represents each. (Put each example onto the class diagram).
- After the group examples have been given, if there are levels without examples ask students for more examples.

Journal Options

- What does Maslow's hierarchy have to do with my own life?
- What does it have to do with how we interact with other people?

Assessment

- At the end of class, collect each group's worksheet. Check that the seven levels were completed, "deficiency" and "being" needs were correctly labeled, and that each need has one or more examples.

Teacher's Notes

Maslow's Hierarchy of Human Needs

Abraham Maslow is considered the founder of Humanistic Psychology. His best known work centers on his "theory of motivation," or what motivates people to do what they do. Maslow's theory states that humans are motivated by needs. That is, everything people do is caused by their trying to fulfill their needs. Maslow proposed seven basic levels of needs (Maslow, 1970) —

1. Physiological — food, drink, sleep, shelter, health care, etc.
2. Safety — protection from physical harm and stress; security.
3. Belonging and love — feeling wanted and needed; family and friends.
4. Esteem — self-respect, feeling valued by others.
5. Knowledge and understanding — learning about the world, science, history, etc.
6. Aesthetic needs — appreciation of culture and beauty, art, music, literature, etc.
7. Self-actualization — full use of personal talents, realizing one's potential.

From Maslow's perspective, these needs are hierarchical — the lower needs are more important and must be fulfilled before a person can attend to higher needs. To illustrate this, the needs are often shown in a pyramid.

In Maslow's theory, each need must be met before the needs above it can be attended to. People must have food and shelter before they seek safety; they must feel safe before they can really enjoy feelings of love and belonging; and they must feel love and belonging to have self-esteem or to seek esteem from others. The first four needs are termed "deficiency needs," and are the basic requirements for people to live. The three higher needs are termed "being needs." These are the needs for development of personality.

Maslow's Hierarchy of Human Needs is a paradigm, not a biological fact. It is possible for a hungry person to enjoy music or for people in danger to be in love, but they will probably stop listening to music to get food, or stop kissing to dodge a car. The model is for understanding human motivations in a general sense. For instance, teachers know well that children who are not having their basic "deficiency" needs met (food and shelter, safety, love and belonging, esteem) will be less motivated to learn than children who have those needs met.

The information in this handout is adapted from Maslow, A. (1970). *Motivation and personality* (2nd ed.). New York: Harper and Row. Reprinted by permission of Addison Wesley Educational Publishers, Inc.

Maslow's Hierarchy of Human Needs Group Activity

Directions

Step 1 — Assign a reader, reporter, facilitator, and time keeper. Their jobs are as follows —

- Reader — Reads aloud, stopping as the team members indicate so that the *Maslow's Hierarchy of Human Needs* worksheet can be completed.
- Recorder — Writes the information on the worksheet, clarifies with other group members what will be shared with the class.
- Facilitator — Keeps the team on task, asking the reader to begin reading, watching other members to know when to stop the reading; asking questions and summarizing the types of needs, levels, and examples of human needs; and helping to clarify the points for the verbal presentation. Encourage equal participation by all members.
- Timer — This position is optional and only for teams with four members. If there are only three team members, the facilitator will also monitor the time to allow the team to be completed and ready for large group reporting.

Step 2 — As a team, read the article. Fill in the blanks inside the pyramid on the worksheet with the appropriate labels for each need (15 minutes). Answer the following —

- Identify seven levels of human needs. What does Maslow call them?
- Why are the seven needs in hierarchical order?
- Label the "deficiency needs." Label the "being needs."

Step 3 — Take turns reading your lists from the beginning of class: Three things you cannot live without, three things you do not want to live without, and three ways to get or keep what you want. For each item, decide what need it fulfills, and write it on the right side of the pyramid as an example. After you are finished, if there are any levels with no examples, come up with one as a group. For example, if none of you listed a "love or belonging" need, you could now write "friends" or "family" in that blank.

Step 4 — Prepare for whole-class discussion (5 minutes).

- Choose three examples from your lists to share with the whole class.
- Do you agree with the theory by Maslow? Why or why not?
- Is there anything about the order that you question?
- What does this have to do with us on a personal basis?
- What does this have to do with how we interact with other people?

Maslow's Hierarchy of Human Needs Worksheet

Needs	Examples
7.	7.
6.	6.
5.	5.
4.	4.
3.	3.
2.	2.
1.	1.

Lesson 8

One Issue, Many Perspectives

How Perspectives are Formed in the Film *To Kill a Mockingbird*

Teacher's Notes

Time

- 4–5 hours with the complete film.
- 3–4 hours with an hour-long excerpt from the film.

Background

When desegregation and the Civil Rights movement came to the American South in the 1960s, *To Kill a Mockingbird* became one of the most important books in America. This was not just because the novel offered a powerful argument, both legal and personal, for Civil Rights, but that it did so from a White, Southern perspective. James Carville, President Clinton's campaign manager and advisor, has written that the book changed his mind completely on the issue. After reading it, he decided "That's it. They're right, and we're wrong." This is one example of how the novel won support for the Civil Rights movement among White Southerners. *To Kill a Mockingbird* is Harper Lee's only novel, but it made her one of the most famous writers in America. It won the Pulitzer Prize in 1961, and was made into a popular film, starring Gregory Peck, which won the Academy Award for best picture.

Objectives

- Identify characters' beliefs, values, feelings, and experiences in *To Kill a Mockingbird.*
- After identifying a character's beliefs, values, feelings, or experiences, describe how they shaped that character's perspective.
- When presented with life situations, identify which human need is most motivating to the individual.

Preparation and Materials

- *To Kill a Mockingbird Writing Assignment* made into an overhead transparency.
- Student journals.
- *To Kill a Mockingbird* movie (or excerpt) on videotape.
- Room arranged for watching the video.
- *Examples of Characters* made into an overhead transparency.
- Students assigned to cooperative learning groups of three.
- Room arranged for small group work.
- *Group Assignment* handout copied for each cooperative group.
- Large piece of paper and markers for each group.
- Appropriate place located and set up for group presentations.

Adult Reflection

By the time we are adults, we all know, at least in theory, that "everybody has a right to an opinion." This is one thing when the matter is trivial, like taste in films or soft drinks. But it is quite another in an emotionally charged issue that affects human lives. Do the racists in To Kill a Mockingbird *have a right to their opinions? Are their perspectives just as valid as those of Atticus Finch? Should we respect murderous opinions of Nazis or other hate groups just as much as our own?*

Other perspectives are, and must be, judged according to our principles and convictions. But seeing, even if not accepting, other perspectives can still help us come to deeper understandings of issues. Understanding can also help us influence other people's perspectives. It is precisely because Harper Lee understood White Southerners that she was able to write such a powerful novel against racism.

Anticipatory Set

Writing Assignment

- Tell the class that you will watch some of *To Kill a Mockingbird.*
  - The story takes place in the south in the 1920s, and is about a lawyer who defends an African American man accused of raping a white woman. There are several different perspectives about this situation in the film. White people have different perspectives than African Americans. Children have different perspectives than adults. People who know the lawyer personally have different views of him then people who do not know him. Family members think differently than strangers.
- Tell the class to first take five minutes to answer these questions in short paragraphs —
  - Why do two people think differently about the same event? Give an example.
  - How can people watch the same happening and have opposite feelings about the situation? Give an example.
  - Do two people ever have exactly the same perspective? Provide support for your opinion.
- Display the *To Kill a Mockingbird Writing Assignment* transparency. Allow time for students to write. Ask students to keep these paragraphs for the next session.

Activities

Film

- Tell the class that as they watch *To Kill a Mockingbird,* they should be able to select three people they will watch closely throughout the movie. Also be able to describe Atticus Finch — what kind of man is he? Begin watching the movie, stopping to discuss who each student is observing.
- Watching the whole movie will take 2 hours, 11 minutes. You may choose to watch only one hour of the film. If so, begin about 50 minutes into the story. Scout has had her second fight at school, she is sitting on the porch with her head on her knees. Atticus approaches her and asks, "What's wrong, Scout?" Watch the film until after Atticus tells Mrs. Robinson that Tom is dead, and is driving away with Scout and Jem (about 1 hour, 51 minutes into the film).

Teacher's Notes

Discussion

- Tell the class to write down three characters' names (or a description if they do not know a character's name) that they have selected to pay close attention to. Go around the class and ask students to report these. (This will confirm individual accountability and also provide ideas for those students who had difficulty choosing three characters in the film.) Write the names on the board as students provide them. When there is only repetition, stop and ask if anyone knows a character who has not yet been named. If students have not already offered the ideas suggest *groups* of people as well, such as African-Americans, children, court officials, etc.
- Ask if anyone is seeing different perspectives yet. Can they begin to see why the different characters have their viewpoints? Do any characters share the same perspective? Why might that be? How does this relate to you? What do they think will happen next? Tell the class that tomorrow you will continue to explore different perspectives on this court case and its results.

Writing Assignment

- Tell the class that you will now finish watching *To Kill a Mockingbird*. Before you begin, have students reread their paragraphs from yesterday. If they have additional thoughts, they should write them now. Display the *To Kill a Mockingbird Writing Assignment* overhead.
  - Why do two people think differently about the same event?
  - How can people watch the same happening and have opposite feelings about the situation?
  - Do two people ever have exactly the same perspective?
- Tell the class to remember the definitions of beliefs, values, feelings, and experiences discussed in Unit 1, Lesson 1.

Individual Assignment

- Display the *Example of Characters* transparency.
- Point out or display the list of characters generated in the last lesson. Tell students to now prepare a clean journal page with the five headings: character, beliefs, values, feelings, and experiences. Space the names of the three persons or groups they are planning to observe so they have room to write.
- Tell the class to use single words or short phrases to describe what they already know about the three characters that might affect their perspectives. Hints: faith in the Bible is a belief, honesty is a value, fear of change is a feeling, race is an experience. For each character identify three to five beliefs, values, feelings, or experiences.

Film (Continued)

- Tell the class that as you finish watching the movie, they should continue to write their observations on the chart.

Cooperative Learning Group

- Divide class into groups of three, and provide each group with the *Group Assignment* handout and a large sheet of paper and markers. They will also need a copy of the book *To Kill a Mockingbird* or a copy of Chapter 22. Review and clarify the assignment.

Closure

Presentations

- Groups present their display to the class. After all groups have made their presentations, compare the lists for common information and diverse thinking. Display the charts for a few days in the classroom under the heading "We See Things Differently."

Journal Option

- Who might you be if you were a character in *To Kill a Mockingbird*? Why do you think so?
- Which person in *To Kill a Mockingbird* would you want for a friend? Why?

Assessment

- The cooperative learning group presentation is the final assessment of the students' learning. The students should —
  - Identify two perspectives.
  - Clearly summarize the point of view.
  - List probable causes of the perspective (belief, value, feeling, or experience).
  - Identify which of Maslow's human needs might be motivating that person.

To Kill a Mockingbird Writing Assignment

1. Why do two people think differently about the same event? Give an example.

2. How can people watch the same event and have opposite feelings about it? Give an example.

3. Do two people ever have the same perspective? Provide support for your answer.

Examples of Characters

	Character	Beliefs	Values	Feelings	Experiences
Group					
Name					
Name					
Hint	Children Boo Radley Scout	The Bible Right to a fair trial Spitting for luck	Honesty Integrity Justice	Pride Frustration Anger	Ethnicity Education Ethnicity

Group Assignment

Directions

Assign a reader, recorder, facilitator, and time keeper. Their jobs are as follows —

- Reader — Read Chapter 22 aloud, stopping as the group indicates so that characters or groups can be identified.
- Recorder — Write information on paper provided.
- Facilitator — Keep the team together, ask the reader to begin reading, watch the reporter to know when to stop reading, ask questions and summarize to identify character perspective builders, and help to clarify the points for the presentation.

Assignment

- Each member reports on their list of characters.
- Read Chapter 22 of *To Kill a Mockingbird* to identify characters or groups who have a perspective on the trial verdict for Tom Robinson.
- As a team, choose two characters or groups from *To Kill a Mockingbird* with opposing perspectives and prepare a display of the two perspectives for the class.
- Prepare information from your group discussion for class display —
  - Cut the paper down the middle.
  - Name one character or group on each of the two halves of the paper.
  - Below both names, write a sentence describing that person's or group's perspectives on the trial.
  - List beliefs, values, feelings, or experiences that affect that person's or group's perspective on the trial.
  - Write which level of human need (in Maslow's terms) is motivating each person or group — physiological, safety, love and belonging, esteem, self-actualization, need to know, or aesthetic.
- Be prepared to share with the rest of the class.

Teacher's Notes

Lesson 9

What Do You Think?

Exploring Perspectives of Other People

Time

- First session: 40 minutes.
- Second session (following out-of-class assignment): 20 minutes.

Objectives

- State one or more personal perspectives on an issue and identify a personal belief, value, experience, or feeling that influenced that perspective.
- Interview others to determine their perspectives.
- Analyze interviews to identify how personal belief, value, feeling, or experience contributed to each individual's perspective.

Materials

- Large sheets of paper and markers to record student issues and interview questions.
- *Issues and Perspective Discussion Sheet* copied for each student and made into an overhead transparency.

Adult Reflection

Life experiences affect our perspectives. Think of times in your life when your perspective changed because you changed. What contributed to these changes in your perspective?

Anticipatory Set

- Discussion questions —
  - How are the characters in *To Kill a Mockingbird* different from you and me? (Discuss.)
  - What is a perspective? (A point of view on an issue often coming from preconceived notions about the way things are.)
  - Where does a perspective come from? (The person's beliefs, values, feelings, or experiences.)
  - What are some issues for which people have different perspectives in our school? community? nation? world? (List the issues on large sheets of paper and post.)
  - How would you know another person's perspective on an issue? (Ask them, watch them, listen to what they say.)

Activity

Out-of-Class Assignment: Interviews

- Tell the class that they will interview people about their perspectives on an issue. The issues may be any the class just listed. Have the class work in pairs to brainstorm questions they could use to ask people about their perspectives. Allow a few minutes for this. Each pair of students should come up with three questions.
- Have each pair of students share their questions with the class. Write the questions on the board. After all the questions have been offered, distribute the *Issues and Perspectives Discussion Sheet* to each student.
- Tell students to pick an issue to write about where people are likely to have different perspectives (for example, school dress codes). Tell them to write the issue in the center of their *Issues and Perspectives Discussion Sheet.* Using any one of the perspective boxes, have them summarize their own perspectives. (For example, at school, students should not be allowed to wear T-shirts or caps that celebrate or advertise drugs or alcohol. Pro-drug and pro-alcohol slogans do not belong in school.) Identify personal beliefs, values, feelings, and experiences that have contributed to your perspective. (Belief: Young people should not be exposed to drugs and alcohol; Value: schools must promote respect for personal health and the law; Feelings: I feel angry when students make light of serious problems; Experience: I have seen friends' lives ruined because of drugs and alcohol.) Looking at the questions the class made up, write the ones you will use on the back of the *Issues and Perspective Discussion Sheet.*

- Tell the students that one of the perspectives will be their own; the other three will be from other people. They should choose people they think will have different perspectives. They can earn extra points by asking people from different age groups. Age groups are every 10 years: under 10, 11–20, 21–30, 31–40, 41–50, 51–60, 61–70, etc. Since one of the perspectives is their own, the 11–20 age group is already completed.
- Have students report to their partners which questions they plan to use. Partners should give feedback.
- The questions should include basic information (Who, What, When, Where, Why, How) as well as specific questions related to the influence of belief, values, feelings, and experiences.
- Allow students a few days to complete their assignments.

Assessment

- When evaluating the assignment, make sure each student —
  - Clearly presents an issue.
  - Indicates appropriate interview questions.
  - Provides a personal position statement on the issue.
  - Provides supporting beliefs, values, feelings, and experiences for the personal position.
  - Interviews three different age groups other than own.
  - Summarizes positions.
  - Identifies at least one thing that contributes to each person's perspective.

Closure

Discussion

- Ask the students the following questions —
  - How did the interviewing go?
  - Was it easy or hard to identify the other person's perspective? When was it easy? What made it difficult?
  - Were you able to identify beliefs, values, feelings, or experiences that contributed to each perspective?
  - Where in life might it be helpful to question people to identify their perspectives and underlying reasons for their perspectives?
  - How would you know another's perspective on an issue?

Issues and Perspective Discussion Sheet

Beliefs
1.
2.

Values
1.
2.

Feelings or Experiences
1.
2.

Person

Person

Beliefs
1.
2.

Values
1.
2.

Feelings or Experiences
1.
2.

Issue

Beliefs
1.
2.

Values
1.
2.

Feelings or Experiences
1.
2.

Person

Person

Beliefs
1.
2.

Values
1.
2.

Feelings or Experiences
1.
2.

Lesson 10

Empathic Listening

Teacher's Notes

Time

- 2 hours and 30 minutes. Out-of-class assignment,

Objectives

- List the differences between empathic listening and conversation.
- Role-play empathic listening.
- Apply empathic listening to a personal situation and report on the results.

Preparation and Materials

- *Two Conversations Scenario 1 and 2* copied for each student.
- *Conversation vs. Empathic Listening* copied for each student.
- *Empathic Listening Skills* copied for each student.
- *Empathic Listening Exercises* copied for each student.
- Students assigned to cooperative learning groups of three.
- Room arranged for cooperative group work.
- *Empathic Listening Role-Playing* copied for each group of three.
- *Table Tents* copied and cut out for each group.
- *Home-Community Assignment — Empathetic Listening* copied for each student and date assigned for completion.

Adult Reflection

Empathic listening is more than just active listening. It requires a willingness to step out of one's own perspective during the dialog to try to really understand the speaker's point of view. This does not mean that the listener will agree with the speaker's thoughts and feelings, but the listener will be changed by really understanding another's perspective. One of the exciting things about this type of listening is how encouraging it is to the speaker. Because he or she really feels heard, it is even easier to accept disagreement and conflict decreases. Empathic listening is not for every situation, but there are times (especially times when emotions are high) when it is very helpful. Is there a tense situation in your life where you might try empathic listening? Practicing with a loved one in an ordinary conversation is the place to start perfecting skills.

Teacher's Notes

Anticipatory Set

Paired Activity and Class Discussion

- Pair up students. Ask them to think of a time recently when they really felt that it was important to be heard, but were not heard.
- Have students take turns telling the situations they're thinking of to their partners, and the feelings they experienced as a result of not being heard. It is the other student's job to listen without speaking and record the feelings the speaker expresses for later reporting. After three minutes, they should trade places.
- Call on students to tell you the feelings their partners reported. Record these on a transparency or on the board.
- Tell students that in this lesson they will learn a new way of listening that may help avoid negative feelings and conflicts that arise from poor communication.

Activities

Reading and Discussion

- Assign two students to the parts of Baily and Chris. Read aloud Scenario 1 on the *Two Conversation* handout. What problem is Chris trying to communicate? Call on several students to describe the problem.
- Assign two other students to the parts of Baily and Chris. Read aloud Scenario 2, and again have students describe the problem. Ask the following questions —
  - The same two characters discuss the same problem in both examples, but in which scenario do we and the listener get a clearer understanding of the real problem?
  - What made the difference in the understanding reached in Scenarios 1 and 2?
- Be sure students understand that it is the behavior of the listener, not the behavior of the speaker, that made the difference in the outcome of the dialogue.

Paired Activity — Empathic Listening

- Pairs will fill out the *Conversation vs. Empathic Listening* handout. Students may have difficulty thinking of disadvantages to empathic listening. If necessary, provide hints such as skill level and time required to really listen, or the difficulty of laying aside your own perspective. Ask pairs to share their positives and negatives with the entire class. Do this by sharing only one example per pair, recording it, and having the next pair share a different example until all groups have shared one, then go around for additional ideas.
- Ask the class if they would use this type of hearing all of the time, keeping in mind all of the positive and negative things listed on the board. When would it be most important?
- Distribute the *Empathic Listening Skills* handout. This is a tool to help students become aware of the components of empathic listening. The components are in order from easy to difficult; it is easier to "repeat the words exactly as the speaker said them" than to "put the emotions and the words together." It is helpful to practice all of the components of empathic listening; eventually they will become natural additions to personal interactions.
- Discuss the PREP empathic listening skills. Have students label the empathic listening skills demonstrated by the listener in Scenario 2 of the *Two Conversations* handout. Ask them to discuss their answers with their partners, make additions or changes and turn in their papers for review.

Journal Options

- Write about times that you felt misunderstood and would have appreciated someone practicing these skills and understanding mind-set with you.
- Describe a time when you think you missed the mark in understanding someone else because you didn't really hear him or her. If you have trouble thinking of an example, consider a time when someone got angry with you or a time when a conversation ended with a confusing emotional reaction by the other person.

Skill Practice: Empathic Listening

- Explain that students will now have a chance to practice empathic listening. Preliminary questions —
  - What is the most important mind-set to really hearing another person? (Be willing to step out of your own perspective and step into the other person's viewpoint in order to really understand her or him.)
  - Is it necessary to agree with the speaker's perspective? (Help students to reach the conclusion that it is necessary only to understand what the speaker's viewpoint is, not to agree with it. But to do that, one must be willing to not argue or try to persuade the speaker differently.)

Individual Assignment

- Have students complete *Empathic Listening Exercises* by writing their own PREP statements. Share some of these aloud for examples, or make refinements when necessary.

Cooperative Learning Group

- Assign students to groups of three. Distribute *Empathic Listening Role-Play* and a set of table tents to each group. Explain that there are three roles in each group and that each member will play each of the three roles, so it is important that everyone is clear about each role. Every 10 minutes, announce that teams should trade roles and advance to the next situation. Each situation will require a speaker, a listener, and a coach. Each group member will practice a situation as each of these different roles, described on the handout. Students will use table tents to identify their roles as they complete the activity. Walk around the room observing and assessing how well each group is doing.
- Ask students the following questions —
  - You probably noticed a hierarchy of skills. The last one, putting it together, is the hardest, but also the most powerful. Why is each skill helpful? Playback? Rephrase? Express the emotions? Putting it together? Sometimes it's only possible to do playback. That's okay. Why is this more difficult in real situations?
  - When you were listening, was it hard not to give advice? Why? If you were to give advice, what do you think would happen to the dialogue? Is it ever okay to say what you think? (Explain that only when asked by the speaker should advice be given.)
  - When you were speaking, what did it feel like to be really listened to? (Try for more than just "good" here.)
  - When you were coaching, what phrases did you hear that seemed to encourage the speaker to continue?

Out-of-Class Assignment

- Distribute *Home-Community Assignment, Empathic Listening.* Give students the following instructions —
    - Select an adult who is important to you and with whom you sometimes have misunderstandings (a friend, parent, boss, school personnel, etc.). Remember it should be someone you really are willing to hear, as attitude is even more important than skills and must come first for real hearing to occur. Explain to that person that you have been studying a new way of listening that is a way to strengthen relationships and help avoid misunderstandings and conflicts. Ask the adult if he or she will help you with a homework assignment by talking with you for at least 10 minutes while you practice your new listening skills. Make an appointment to meet at a time and place where you will not be distracted by other people or tasks.
    - Take your *Empathic Listening Skills* handout and a notebook and pen with you when you meet. Explain to your speaker about the difference between normal conversation and empathic listening (explain about perspective if necessary) and the PREP skills. Use the handout to help you with this. Ask him or her to begin speaking about something that happened recently (not involving you) that got them angry or frustrated. As he or she talks, practice your PREP skills as you try to understand their perspective. Remember this is empathic listening, not a two-way conversation. Take notes as he or she speaks if it helps you and explain that there may be some pauses as you listen and practice new skills. Set a timer for 10 minutes and listen the whole time (take the phone off the hook if necessary).
    - Ask your speaker to complete the *Home-Community Assignment* form and return it by ______.

Closure

- Reinforce the following concepts —
    - Empathic listening is difficult.
    - Empathic listening is especially helpful when topics are emotionally charged.
    - Empathic listeners Playback, Rephrase, Express emotions, and Put the emotions and words together.
    - Empathic listening helps the speaker feel really listened to and understood.
    - Empathic listening may change the listener, too.

Teacher's Notes

Assessment

Since emphatic listening is a skill people work to improve throughout their lives, it is difficult to have an evaluation of mastery. The paired tasks and teacher observation of the cooperative group skill practice may provide opportunity to grow in the skill. Students should complete empathic listening exercises, role-play speaker, listener, and coach, and do the home-community assignment.

Two Conversations

Scenario 1

Baily — Chris, you're late for practice. You know the school talent show is on Friday. We have to really get tight on these songs.

Chris — Ah, I don't want to be in the stupid program anyway.

Baily — What!?

Chris — No way, man. It'll be so lame. We can't really jam, not in the high school gym. We'll be crammed in between dumb stuff — like your little sister playing Madonna songs on keyboard, and some ninth graders' comedy sketch.

Baily — But there's a five hundred dollar prize!

Chris — Yeah, well, we won't win.

Baily — We sure won't if we don't play.

Chris — You really want to play that dumb show?

Baily — We talked about it Chris. It can't hurt. We have to debut somewhere.

Chris — Well, I'm not going to be in it.

Baily — Well, that's just great. We've been practicing with you for four months, and now you want to bail out. Where are we supposed to get another bass player at the last minute?

Chris — I dunno.

Baily — Some pal you are. You know I helped you pay for that bass so we could start practicing.

Chris — I know, Baily. I'm sorry.

Baily — Yeah, well you owe me a hundred bucks. And don't come sniffing around trying to get back in the band after we start getting big. Just get your junk out of here, loser. We have to practice.

Chris — Hey, Baily....

Baily — Go on, get. This is members only.

Chris — Sorry, guys.

Two Conversations

Scenario 2

Baily — Chris, you're late for practice. You know the school talent show is on Friday. We have to really get tight on these songs.

Chris — Ah, I don't want to be in the stupid program anyway.

Baily — You don't want to be in the school talent show!

Chris — No way, man. It'll be so lame. We can't really jam, not in the high school gym. We'll be crammed in between dumb stuff — like your little sister playing Madonna songs on keyboard, and some ninth graders' comedy sketch.

Baily — You don't think it'll be a good showcase for a serious band like ours?

Chris — No. It'll be a joke. Pearl Jam didn't get their start playing at high school gyms.

Baily — You don't think playing the school talent show will get us any kind of exposure?

Chris — No. Well, maybe. I guess we might get our name out. Kids will have heard of us if we ever get into the 'Til 21 club. But I'm not looking forward to playing in the high school gym, with teachers and principals and parents and all that.

Baily — Yeah, they're not exactly our ideal audience.

Chris — They'll think we're a bunch of noise.

Baily — They don't appreciate good music.

Chris — Can you see Principal Titchell going at it in a mosh pit?

Baily — Don't care to visualize that, Chris.

Chris — And anyway, I don't want to get shafted.

Baily — You sound nervous.

Chris — Yeah, I wouldn't be half surprised if they pulled the plug on us. And I can tell you this — there's no way we're going to win that five hundred dollar prize. There's no way they'll give that to bunch of grungy monkeys like us. They'll give it to Marcia Brady for singing "Memories" or something dumb like that. We won't even place.

Baily — You're sure that we won't win, and that really bugs you.

Chris — I don't mind losing, but I don't want to lose out to something dumb.

Baily — Yeah, maybe because the judges aren't open-minded. I can see why you're worried.

Chris — Well, are you worried?

Baily — Sure. But I'd rather play and lose than *not* play and lose.

Chris — Yeah, if we don't play, than we really lose, don't we?

Baily — So, let's practice already, or we'll stink anyway.

Chris — All right, all right, let me tune up.

Conversation vs. Empathic Listening

Name____

Consider advantages and disadvantages for the speaker and the hearer. Consider how each feels about the experience and about their relationship. What about the problem discussed, is it more likely to be resolved?

Advantages of Empathic Listening	Disadvantages of Empathic Listening

Empathic Listening Skills

Most conversations are superficial. You think as much about what you're going to say next as you do about what the speaker is saying. Most of the time this is okay, as close listening is not critically important to understanding. But sometimes, it's very important to really hear what another person is trying to say to us. That takes skill. Some of these skills you already know: paying attention, using body language to show you're listening (nodding, leaning forward, eye contact), checking out what you *think* you heard to see if you got it right. But those are only the beginning of empathic listening.

Really hearing another person requires understanding not only what is said, but also understanding what the speaker *feels*. You have to let go of your own perspective and really try to understand the speaker's perspective. Most of all, you have to *want* to understand the speaker. Much of the time, we listen only so we can have our turn to get the other person to understand our perspective. This gets in the way of really hearing another.

Empathic listening is hard to do, and even harder to do convincingly and naturally. It is perhaps even a little threatening. If we really try to understand another person's perspective, we might lose or change our own perspectives. This would not be a good strategy to use in a debate (where there is a winner and a loser), but it is a good way to listen if it is important for both parties to be winners.

Attitude is the prerequisite to empathic listening. You have to be open to really understanding (and being influenced by) the speaker's perspective, and to temporarily suspend your own opinions, experiences, and advice. Don't give advice or talk about similar experiences or feelings if you really want to listen.

To remember Empathic Listening skills, think **PREP.**

Playback
Repeat the words exactly as the speaker said them. Example: Jan says, "Mom, why did you tell Jean that?" Mom says, "You wonder why I told Jean that."

Rephrase
Put the communication in your own words. Example: Jan says, "Mom, why did you tell Jean that." Mom says, "You're wondering why I said something to your friend Jean."

Express the emotions
Try to capture the feelings of the speaker (careful, not your own feelings) in a descriptive word or two. "Mom, why did you tell Jean that." Mom says, "You're angry because of something I told Jean."

Put the emotions and words together
Combine the feeling tone and express the content of the message in your own words. "Mom, why did you tell Jean that." Mom says, "You're angry because of something I said to Jean that you didn't want me to tell her."

Sounds easy doesn't it? It's not easy and it takes practice, lots of it. Until you get comfortable with using these skills and your own words, you might find some phrases useful —

- So, you're saying…
- If I hear you right…
- Am I right, you….
- Let me see if I'm getting your meaning…
- As I hear it, you're saying…

Go back to Scenario 2 and label where Baily uses each of the PREP skills.

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Empathic Listening Exercises

Name ____

Write PREP hearing statements for each sentence.

1. Without looking at you, Juan says, "I really blew it in soccer today."

   Playback —

   Rephrase —

   Express the emotions —

   Put the emotions and words together —

2. With neck cords bulging, Nicole says, "I'll never speak to Joey again!"

   Playback —

   Rephrase —

   Express the emotions —

   Put the emotions and words together —

3. In a loud voice, Mohammed says, "I'm going to kill that Mr. Ames!"

   Playback —

   Rephrase —

   Express the emotions —

   Put the emotions and words together —

4. In tears, Sandra says, "I'll never get Spanish! Why would anyone take that stupid class anyway? The teacher likes to torture me."

   Playback —

   Rephrase —

   Express the emotions —

   Put the emotions and words together —

Empathic Listening Role-Play

- Each situation will require a speaker, a listener, and a coach. Each group member will practice a situation as each of these different roles.
  - Speaker: Role-plays the person speaking.
  - Listener: Practices the empathic listening skill highlighted. Remember, only speak to clarify the speaker's ideas and feelings. Don't share your own.
  - Coach: Keeps time (allow 1 minute for each dialog and 2 minutes for feedback); watches, listens and shares with the listener positive feedback and suggestions for improvement.
- Finish each conversation with the listener using the appropriate skill (see list below). You can easily change the gender of characters if necessary.
- Choose a situation and practice *Playback* and *Rephrase*. Give listener feedback. Switch roles. Give listener feedback. Switch roles. Give listener feedback.
- Choose another situation and practice *Expressing emotions*. Give listener feedback. Switch roles. Give listener feedback. Switch roles. Give listener feedback.
- For the last situation, practice *Putting the emotions and words together*. Give listener feedback. Switch roles. Give listener feedback. Switch roles. Give listener feedback.
- What did you learn? What phrases worked best for you?

Situation 1

Tom and Sam are close friends. Tom tells Sam he has a crush on Joanne and hopes that she likes him. Sam tells Joanne, who tells some friends, and they tease Tom in the hall. Tom is the speaker and Sam is the listener. Tom says, "You're nothing but a blabbermouth, and to think I trusted you!"

Situation 2

You are in a cooperative group in class with Gerri, who is really opinionated and never lets anyone else talk. The teacher won't let you out of the group, you're ready to scream, and the project is suffering. You are the speaker, Gerri is the listener.

Situation 3

Shauna got into a real argument with one of the cafeteria aids, Mr. Ames. Shauna and Mr. Ames are both in the principal's office and the principal has asked Shauna to really listen to Mr. Ame's point of view and try to resolve the situation. Mr. Ames thinks that Shauna is always breaking the rules and trying to put him and other workers down. Ames is the speaker.

Table Tents

Listener

Coach

Speaker

Listener

Coach

Speaker

Home-Community Assignment — Empathic Listening

Student's name ____________________________________

Your name and relationship to student ____

I certify that the above named student explained the difference between typical conversation and empathic listening to me listened to me for 10 minutes, and practiced using PREP listening skills (practice does not mean perfectly).

How did you feel as you were listened to this carefully? How might it benefit your relationship with the student if you each practiced this kind of listening more frequently?

____ ________________________________

signature *date*

Unit C

Accepting Others

Developing Skills and Attitudes for Valuing Different Perspectives

Teacher's Notes

Objectives

- When presented with an issue or conflict, clarify the issue by describing the different perspectives of participants.
- When given time to personally reflect on an issue, clarify personal perspective in writing.
- In discussion with peers, verbally share a personal perspective by using "I" statements.
- Describe one or more experiences when a willingness to hear another person's perspective could have led to a better result.
- Recognize that different perspectives are necessary for society to grow.
- Organize a research project on perspectives within the Women's Suffrage Movement.
- Given a life example, role-play empathic listening.
- Apply empathic listening skills to a personal situation, and report on the results.
- Employ conflict resolution skills successfully — both sides agree to and implement a solution.

Rationale

Realizing where personal perspectives come from and understanding that no two people have the same point of view are tools for knowing oneself and others. In Unit C, students gain skills and attitudes that move from acknowledging differences to recognizing how life can be improved through accepting and taking advantage of differences. When I not only hear your perspective, but also use your thoughts to create a plan of action, your views are validated.

Lesson 11

Taking a Stand on Issues

Teacher's Notes

Time

- 2 hours.

Objectives

- When presented with an issue or conflict, clarify the issue by describing the different perspectives of participants.
- When given time to personally reflect on an issue, clarify a personal perspective in writing.
- In discussion with peers, verbally share a personal perspective by using "I" statements.

Adult Reflection

Conflicts stem from people having different perspectives. Knowing your personal perspective and stating that view through an "I" statement is a first step toward conflict resolution. An "I" statement is constructed like this — "When (situation) happens, I (your reaction)." You can use "I" statements to state expectations: "When there is a mess, I expect everyone to help get it cleaned up," or they can be used to express feelings: "When people raise their voices in a conversation I feel judged and defensive." Is there a situation at home or at work where "I" statements could change responses to be more productive? Formulate "I" statements that could be used in a specific conflict you are experiencing.

Preparation and Materials

- *Taking a Stand* copied for each student.
- *Issues Scenarios* four-page handout copied for each student.
- *Maslow's Hierarchy of Human Needs* copied for each student.
- Student journals.
- *"You" and "I" Statements* copied for each student.
- Large sheets of paper and markers to record existing conflicts.

Teacher's Notes

Anticipatory Set

- Tell the class that they have seen how people have a variety of perspectives on issues —
  - No two people share the exact same perspectives because they do not have exact matches in beliefs, values, and experiences, which form perspectives. There can be some close matches, but there will never be two people with exactly the same perspective on all things. Knowing this, how do we recognize personal perspectives and how can we communicate our perspective to others? During the next few sessions we will discuss and experiment with these challenges. You will be asked to share your perspective on a variety of issues and listen to others' viewpoints. Remember, a different perspective does not mean a wrong perspective. A ground rule for our class is, "You may disagree, but don't be disagreeable." What does that mean?

Activities

Take a Stand

- Distribute *Take a Stand* handout to students. Tell students to think about each issue and decide how they feel about it. If they agree, they should mark the plus sign; if they disagree, they should mark the minus sign; if they are undecided, they should mark the equal sign.
- Allow 3–4 minutes for students to read and mark their papers. Have half of your students stand at one wall and half stand at the opposite wall in the classroom. Have one board marked with a big plus sign and the other with a big minus sign.
- Tell the class they now have an opportunity to take a stand for their beliefs. They should try not to be swayed by where other people are standing. These are issues on which there is no general agreement, so whatever their stand, people agree with them and other people disagree.
- For each issue, direct students who agree to stand on one side of the room, students who disagree to stand on the other side, and students who are undecided to stand in the middle.
- Collect handouts, reminding students that they should not change their answers. Have a few students tally the number for, against, and undecided for each of the issues. When the tallies are completed, post them for the class to see.

- Discussion questions —
  - What did it feel like to "vote" and not have the opportunity to explain your decisions?
  - Are you surprised by how the class stands on the issues? What about how some of your friends stand on any of the issues?
  - How hard was it to walk to one side if you thought few or no other people where going there? Was it easier, if it looked like many were choosing that side?
  - Did anyone go to a side that was different from their real perspective or go to the middle because of where others were standing? Without using any person's name, what did you notice about where people stood. For example, were people always "for" or always "against" things. Did people tend to move together or were there different people on each side with different issues?
  - Do you think that a different class would have different responses? What about adults in your family? How would they be different and why. (Remember that no one perspective is wrong.)

Paired Activity

- Distribute the *Issues Scenarios* handouts and have students pair up.
- Tell the class to read the *Issues Scenarios* and in the spaces provided write what they think the perspective is for each of the characters. Go over number 1 as a class.
- Tell the class that each pair will be asked to share their thoughts with the whole class, so they should be prepared to say why they think as they do. They should use clues from the character's words, behavior, posture, etc., and from their own experiences in similar situations. Give students 15–20 minutes to complete this activity.
- Ask someone to read their perspectives for each scenario. Ask if anyone saw it differently and why. Ask students what clues helped them to make decisions about other people's perspectives.

Writing Assignment

- Tell the class that one way to help others understand our perspectives is to clarify our own thoughts about why we have the perspective we do. Students should choose one of the issues that they stood for or against (listed on the board) and write about why they have this perspective. What beliefs, values, experiences, and feelings have shaped their thinking? They are not trying to convince someone else, but to clarify for themselves why they feel the way they do.

Making "I" Statements

- Ask the students how they feel when someone starts a sentence with "You did blank…." Ask them what they are ready for? As you talk for the next few minutes, tell them to check out your emotional responses and be ready to tell about them.
- Read the "you" statements from the *You and I Statements* handout. Ask class how they felt as your read the statements, or how they imagine they would feel if someone spoke to them that way. Now read the "I" statements and ask if they had different feelings, or how they would feel if someone spoke to them that way. Consider the following questions —
  - Which kind of statements do students hear more often? What is the most common response to "you" statements?
  - What is the most common response to "I" statements?
  - When perspectives clash, "I" statements usually are more effective in helping other people to hear what you are saying because they do not feel as attacked and therefore do not get defensive. This allows them to listen instead of thinking how they are going to argue their points. They may even start thinking about how they might help you.
  - "I" statements are harder to make than "you" statements because they require analyzing one's own feelings and sharing those feelings with others, so let's practice turning "you" statements to "I" statements.
  - Is it possible to say something using the "I" form, but still sounds blaming? Can you give an example?
- Distribute *You and I Statements* handout.
- Ask students to change the first "you" statement into an "I" statement. Ask a few volunteers to read their statements aloud. If students have difficulty, suggest the use of the construction —
- When (event or situation happens) I feel (feeling or personal reaction).

- Give students 10 minutes to convert the other statements. Have students read their statements to partners. The partner is to give suggestions for improvements. As the students read the "I" statements with their partners, roam the room and listen to the conversations to see if students understand how to use "I" statements.

Small Group Activity

- As a class, identify issues where perspective conflicts are common. Also identify if each conflict is with friends, family members, bosses, or school staff. Tell the students to clarify their own perspective by making "I" statements about how the conflict makes them feel.
- Divide the class into groups of four. Try not to put close friends into the same small group. Ask students to take turns identifying an issue, the people involved, their stands on the issues, and their "I" statements. Other group members should not talk, but should record on a slip of paper if their perspective is similar to or different from the speaker's, and also write any new thoughts they gained from listening. These slips of paper will be given to the speaker as feedback. Allow the groups to continue sharing for 15–20 minutes or until you have rotated among the groups enough to know the students have successfully developed "I" statements.
- Save the list of issues generated by the class to use in Lesson 14.

Journal Options

- Tell the class to list issues in your class, school, community, or among their friends, where people have very different perspectives. These may be sources of conflict or topics people like to avoid talking about to avoid conflict. Ask each student to share one of these with the class. Record these issues on the poster.
- An additional journal topic might be to clarify personal thinking on one of these issues. As we continue this unit on differences in perspectives, record additional sources of conflict on the poster, and read what others write. Any of the issues identified could be a topic for your journal writing assignments for this week.

Assessment

- As the class is sharing their "I" statements in small groups, move from group to group and listen to students' statements. Check for clear statement of the event or situation and personal ownership of a feeling or reaction. Three guides for an "I' statement are —
  1. Is "I" used?
  2. Are feelings stated?
  3. Would the listener feel respected, not blamed?
- It might be helpful to use a class roster to record how students are doing in creating their "I" statements. Use this information to provide general feedback to the whole class during the lesson closure.

Closure

- Ask small groups to report the following —
  1. Did every person have an "I" statement to share?
  2. How did it feel to listen and not talk about their reactions?
  3. Could they relate to each person's feelings or reaction to the issue?
  4. What kind of feedback did they get in writing from the listeners?
- Report what you noticed while observing small groups.
- As a small group, ask the students to discuss the usefulness of "I" statements and where and when they might be used. Call on each group to report one of their ideas about usefulness of "I" statements. Ask for anyone to report what they learned from those activities.

Taking a Stand

1. Abortion rights	+	=	-
2. Human cloning	+	=	-
3. Limiting welfare assistance to 5 years	+	=	-
4. Prohibiting smoking in public buildings	+	=	-
5. Legalizing marijuana	+	=	-
6. Outlawing handguns	+	=	-

Issues Scenarios —1

Gossip

- Disputants — Lori and Al, a couple that recently broke up.
- Scene — When Lori was talking with two of her friends, Sue and Cassie, she heard some details about her relationship with Al that weren't true. Lori got into an argument with Al after school.
- Lori's Perspective — You are hurt and embarrassed that your friends are talking about your breakup with Al. You are sure that Al told them some things. At first you are concerned about talking with Al. You are afraid that he will spread more gossip.
- Al's Perspective — You are angry at Lori for blaming you for gossiping about your breakup. You did not, because you and Lori agreed to keep details to yourselves. When Lori started yelling and not giving you a chance to tell her what happened, you got angrier. You want to tell her that, even though you talked with Sue and Cassie, you didn't tell them anything. You'd like to straighten this out before Lori gets even for what she thinks you did.

Persistent Pest

- Disputants — Tom and Katrina.
- Scene — Tom is always bothering everyone for help with his homework, ideas for projects, and answers on tests. Katrina sits in front of Tom in math class. Tom is driving her crazy. He is always tapping her on the shoulder and asking for something. During their final exam, Tom starts tapping Katrina on the shoulder and begging for answers. "Come on," he whispers, "let me see your paper a little." Katrina gets up and yells at Tom, "Leave me alone, you stupid creep! Don't you know anything?" The teacher separates them.

- Katrina's Perspective —

- Tom's Perspective —

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Issues Scenarios — 2

A Rumor

- Disputants — John and Ron, who go to the same school.
- Scene — John pushed Ron in the hall during a class break, accusing him of starting a rumor about his girlfriend. John and Ron have known each other for about one year and have recently dated the same girl.
- John's Perspective —
- Ron's Perspective —
- Teacher's Perspective —

Borrowed Tapes

- Disputants — Dan and Lori.
- Scene — Dan and Lori have always borrowed each other's tapes without asking. Lori borrowed one of Dan's favorites and her recorder was broken. The tape was damaged. When Lori told Dan what happened, he got very upset and an argument followed.
- Lori's Perspective —
- Dan's Perspective —

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Issues Scenarios — 3

Whose Boyfriend?

- Disputants — Tina and Shirah.
- Scene — Tina and Sean have been going together for several months. Tina is very jealous and does not want Sean to talk to other girls. She tells all the girls that Sean is off limits and that they better keep away from him. Tina sees Shirah, a new student, talking and laughing with Sean in the hallway. Tina storms over to Shirah and calls her all kinds of names. Shirah yells back. The school dean requires they go to mediation.

- Tina's Perspective —

- Shirah's Perspective —

- Dean's Perspective —

TV Hog

- Disputants — Eddie and Jamal.
- Scene — Eddie and Jamal are brothers. Eddie likes all kinds of sports and Jamal doesn't, but he loves to play video games. There is one television in their home. For his birthday, Jamal got a new video game. He wanted to play some games, but Eddie was watching football. When the football game ended, Eddie switched to another football game. Jamal switched off the game and started up his video game on the TV screen. They both started yelling and shoving. Their mom asked for an explanation.

- Eddie's Perspective —

- Jamal's Perspective —

- Mom's Perspective —

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Issues Scenarios — 4

Clashing Campaigns

- Disputants — Shana and Curt.
- Scene — Shana and Curt are running for president of the student council. The race is close and both want to win badly. Toward the end of the campaign, both resort to dirty politics. Shana accuses Curt of smoking pot before school. Curt accuses Shana of being a racist. One day, someone rips down all Shana's posters. She accuses Curt. He accuses Shana of tearing them down herself to make him look bad. They are now in the principal's office.
- Shana's Perspective —
- Curt's Perspective —
- Principal's Perspective —

Boom Box

- Disputants — Kim and Joe.
- Scene — Kim and Joe are 10th graders and have been going together for a year. Last Christmas, Joe gave Kim a boom box. They have recently broken up and Joe wants the boom box back. He demands, "Bring it to school tomorrow, or else I'll go to your home and tell your parents." Kim yells back, "You've been bothering me daily for two weeks. Don't you get it, you're not getting my boom box! If you come to my house, I'll have my brother beat you up."
- Kim's Perspective —
- Joe's Perspective —

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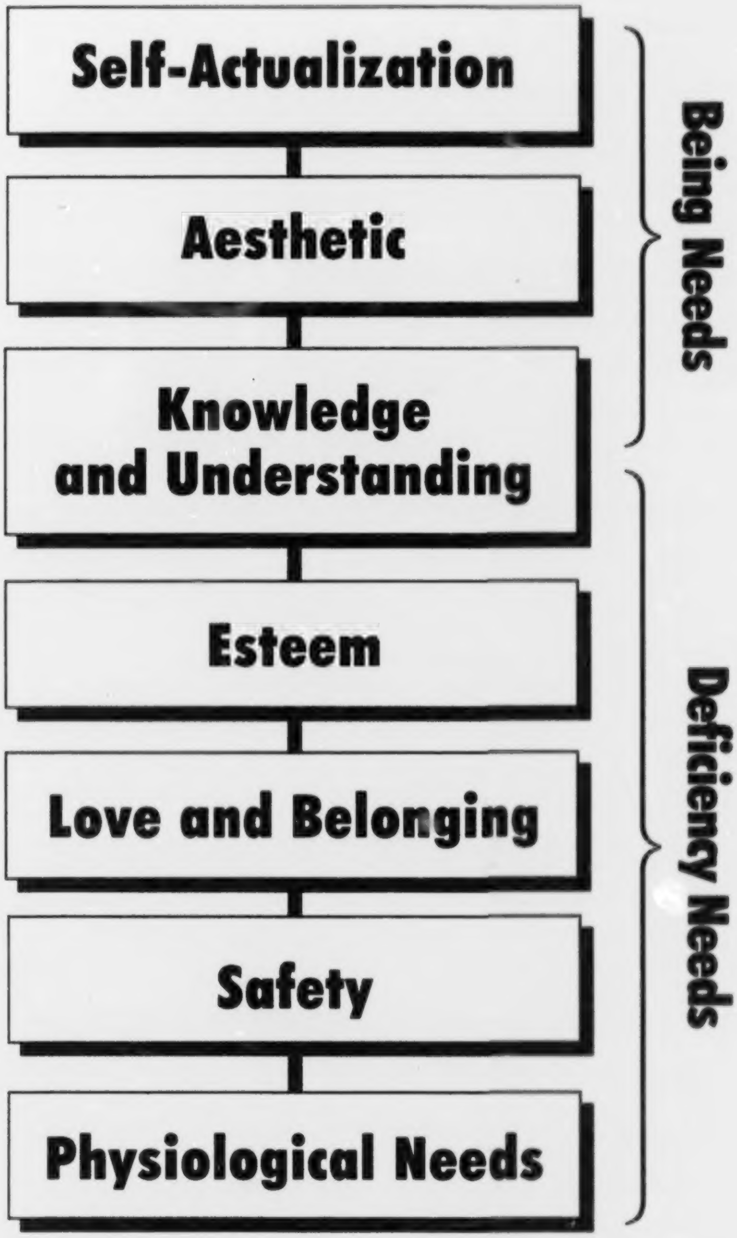
Maslow's Hierarchy of Human Needs


Self-Actualization
Aesthetic
Knowledge and Understanding
Esteem
Love and Belonging
Safety
Physiological Needs
Being Needs
Deficiency Needs

The information in this handout is adapted from Maslow, A. (1970). *Motivation and personality* (2nd ed.). New York: Harper and Row. Reprinted by permission of Addison Wesley Educational Publishers, Inc.

"You" and "I" Statements

"You" statements

You show no respect for me. You always talk while I'm trying to talk. You don't pay attention and then you ask me to repeat directions over and over because you didn't listen in the first place.

"I" statements

I am frustrated because I feel responsible for your learning in this class. I want you to be successful on assignments and so it's important for the directions to be clear. I feel I'm wasting everyone's time when I have to repeat directions for those who were talking while they were given. Can anyone make a suggestion to improve the situation?

Directions

Practice changing "you" statements to "I" statements. Remember "I" statements are usually longer and are harder to create because you have to analyze and express feelings.

- You never do what I want to do.
- You're a pig, leaving food wrappers in my car.
- You're too stuck up to even say hello to me anymore.
- You should get a life and stop bugging me about when I'll be home.
- You're no friend; you never let me borrow your CDs.

Lesson 12

The Giver — Should Everyone Have the Same Perspective?

Note — Lessons 12 and 13 address the same objectives. You may choose to do either or both.

Time

- 9 hours.

Background

- Tell the class —
  - Have you ever wondered what would have to be given up in order to never have conflict? *The Giver*, by Lois Lowry, presents one possible scenario, a utopian world of the future where order and sameness prevent even common disagreements.
- *The Giver* should be assigned for reading in sections with time allotted daily for some reading by the teacher, some by the students, and an activity based on the reading. Sections could be assigned as follows —
  - Teachers read chapters 1, 6, 10, 14, and 19
  - Students read chapters 2–5 (28 pages), 7–9 (21 pages), 11–13 (27 pages), 15–18 (24 pages), and 20–end (28 pages)
- Adjust readings according to time available and reading levels of students.

Objectives

- Describe one or more experiences where willingness to hear another person's perspective could have led to a better result.
- Recognize that different perspectives are necessary for society to grow.

Teacher's Notes

Preparation and Materials

- Copies of the book *The Giver*, by Lois Lowry, for each student.
- *My Utopia* copied for each student.
- *The Community in The Giver — Better and Worse* enlarged to poster size.
- *Maslow's Hierarchy of Human Needs* made into an overhead transparency.
- Students assigned to groups of three for discussion. Try to have in each group one independent reader, one instructional reader, and one frustrated reader. The students will take turns as recorder (writing notes of the discussion), facilitator/timer (keeps the group on task), and reporter (announces the group's decisions and ideas to the rest of the class).
- *Small Group Discussion Guide* copied for each group.
- *Perfect Society* group handout copied for each student.
- Poster paper, markers, magazines, glue, and miscellaneous craft items.

Adult Reflection

Think about how you feel about conflict. Is it to be avoided at all costs? Are there any benefits to conflicting ideas and perspectives? Can you recall a situation when you were able to listen to conflicting ideas and use the information to enrich the situation? What personal characteristics contribute to the development of this skill?

Anticipatory Set

Introduction to *The Giver*

- Distribute books. Ask students to look only at the front cover (or show it before distributing) and read the title. Ask them to use their imaginations and guess what the book might be about. Assure them no guess is wrong, but it will be fun if someone can guess correctly from so little information. Now have them read the back cover and the inside fly leaf, and listen as you name the main characters: Jonas (also the Receiver), the Giver, Gabriel, Asher, Fiona, Mother, Father, and Lily. Now what do they think the story will be about, and what do they think the main conflict will be? In the next week, we will see whose prediction is closest to the story.

- Read the following introduction —
    - In the future, people have created what they think is a perfect society. A perfect society is sometimes called a utopia. Utopia is Latin for "no place," because a perfect world can never exist. The society in the novel has existed for so long that its citizens don't remember a time when things were different. As we read the story, think about the ways their society really is a utopia (a perfect place) and the ways it is not.

Paired Activity — My Utopia

- Distribute *My Utopia* handout to each student or direct students to prepare a journal page like *My Utopia.*
- Have students pair up and discuss what they think would make a utopia. In a perfect community, what would they want to make sure everyone had? What would they try to do away with? They should record their ideas and keep them to add to later as they read, so pairs should make a copy for each person. Tell the class they don't have to think now about how to accomplish these things, just identify what everyone would have and what problems would no longer exist. Emphasize that the community must be perfect for everyone, and not just for some people. Have students retain this list for future use, perhaps folded up in their books or in their journals.

Reading

Session 1

- Read Chapter 1 of *The Giver* aloud to your students. Before beginning, ask students to pay particular attention to how families function in this utopia. Ask them what families are like and record their ideas. Ask them where their ideas came from (text references). Reread the passage on page 8 describing people who are not allowed to have spouses. Why aren't they allowed to get married and have families? Why would there be such a rule? Ask students what they think "release" is. (Accept all answers.) Why do they think Jonas is both eager and apprehensive about the December ceremony? Assign chapters 2–5 for student reading and give them time in class to begin reading.

Note — In any class, students read at different paces. Some read 40 words a minute, while others read 200 or more. Be prepared for this difference. See the accommodations listed in the Adaptations section of the book.

Session 2

- Enlarge and post *The Community in The Giver — Better and Worse*, to be used throughout unit.
- Ask how many students read ahead (more than chapter 5)? Ask them to be careful not to give away future events (chapter 6 and beyond). Answer the following questions —
  - How are your predictions doing? Is anyone getting close? Do you want to change any? How?
  - What is different about their community from ours?
  - What is better in their world and what is not as good? Write these responses on the prepared poster.
  - What do you think Jonas will be assigned for a career?
  - How would you feel about being assigned your future work?
- Read Chapter 6 aloud in class. Assign individual reading of chapters 7–9, and give time for students to begin reading in class.

Session 3

- Discussion questions —
  - How are your predictions doing? Is anyone getting close?
  - What is better and what is worse about Jonas' community, compared to our own? (Add answers to poster.)
- Review *Maslow's Hierarchy of Human Needs* transparency. (For more complete review, see Lesson 7).
  - Where on *Maslow's Hierarchy of Needs* do the differences fall?
- Discuss each difference posted. Continue to record new differences as they are discovered and identified by students in later sessions.
- Small group discussion —

  Assign students to groups of three with recorder, facilitator/timer, and reporter, and have them discuss the following questions for 10 minutes.
  - How did the Elders do in selecting careers for Asher, Fiona, the other 12s? Give support from text.
  - What do you think a "Receiver of Memories" does? Why do you think it hurts?
  - Read Jonas' rules on page 68; predict how each rule might be important to his new job.
- Call on each group for at least one answer or prediction.
- Read chapter 10 aloud to students; assign 11–13; give time in class for students to begin reading.

Session 4

- Discussion questions —
  - Are your predictions matching the story?
  - What is better and what is worse about Jonas' community, compared to our own?
  - Where on *Maslow's Hierarchy of Human Needs* does each of these differences fall (discuss each and post)?
  - Why did the community planners long ago decide it was better that people not keep their own memories?
- Small group discussion —

  In the same groups of three, rotate the roles of recorder, facilitator/timer, and reporter. Discuss the following questions. (Print the questions on the board or on an overhead transparency.)
  - Why does the Giver often seem to be tired, sick and in pain?
  - Who would you rather be and why: Jonas, the Giver, Asher? (Support from text.)
- Call on each group for at least one answer or prediction.
- Read Chapter 14 aloud to students, assign 15–18, give time in class for students to begin reading.

Session 5

- Discussion questions —
  - Are your predictions matching the story?
  - What is better and what is worse about Jonas' community, compared to our own?
  - Where on *Maslow's Hierarchy of Needs* does each of these differences fall (discuss each and post)?
  - Why did the community planners decide they had to have sameness to create a utopia?
  - What are some examples of the sameness?
  - Is there any progress in this perfect community? How do you know?
- Read Chapter 19 aloud to students, assign 20 to the end, give time in class for students to begin reading.

Session 6

- Discussion questions —
  - How did your predictions go?
  - What is better and what is worse about Jonas' community, compared to our own?
  - Where on *Maslow's Hierarchy of Human Needs* does each of these differences fall (discuss each and post)?
  - What is release? Does Jonas' father know he is killing babies? Does Mother know she is killing criminals? Does Fiona know she is killing elders? If so, do they feel guilty? If not, why not?
  - Is Jonas right, is there no real love in his world? What about other emotions?
  - When Jonas and Gabriel loose their support for their physical needs, why does Jonas question his choice? (Have them look at *Maslow's Hierarchy of Human Needs* if they're stuck.)

Writing Assignment

- Explain that an epilogue follows the end of a story, explaining what happens to the characters. Ask students to write an epilogue for the story from one of these perspectives: Jonas, the Giver, Asher, Mother or Father. They should answer the question: Did Jonas do the right thing? Tell students that they will be reading these aloud to the class next period.

Session 7

- Have students read their epilogues aloud in class.
- Discussion questions —
  - In our society, we do not strive for sameness, but encourage uniqueness. What are some positives and what are some negatives resulting from these differences in perspective? (Record responses.)
- Have the class look at Maslow's Hierarchy and ask students to make a generalization about which types of human needs were best met and which were least met in Jonas' community.

Journal Options

- Recall personal experiences where a team made a better decision, found a better solution, or had greater success because of different perspectives considered (at school, with friends or family, in your community).
- You were in four different small groups and discussions in our class. Thinking of these experiences, what did you gain in learning and how were discussions and assignments better because of the different perspectives people brought to the group or task. Be specific.
- Think of a person with whom you come in regular contact and with whom you have frequent conflict. Would trying to put yourself into that person's shoes (see from his or her perspective) have led to better relations? Reflect on this.
- Describe an experience from your life when conflict arose because of a clash of perspectives.
- Describe a situation from your life when willingness to hear another person's perspective could have led to a better result. Describe what did happen and what might have happened.

Assessment

Final Group Project

- Have students work in groups of three to create their own utopian communities. They can use their *My Utopia* handouts from Session 1 and the class poster. Students are to create a poster advertising their community, with a name, slogan, and an illustration. They are also to write a paper describing their community: why it is perfect for everyone; the rules and social organization for their community; and how they will accomplish these. They should allow for different perspectives, but must have a plan for how they will handle conflicts. Remind them that they may not exclude anyone and that everyone should enjoy the same benefits.

Session 8

Closure

- Students will present their posters and ideas to the class. After hearing all presentations, take a secret ballot of where students would choose to live (use community names, not student names, on the ballot). Tally and share results.

My Utopia

Name ____

In a perfect community, what would you want everyone to have, and what would you do away with? Remember, perfect means perfect for everyone, not for just some people. Don't consider how to accomplish this perfection, just describe what perfect would look and feel like.

Consider family, work, school, resources, emotional well-being, etc. Are there any social or personal problems you would do away with? Are there any emotions you would like to do away with?

Everyone would have...	**There would be no...**

The Community in The Giver — Better and Worse

Name ____

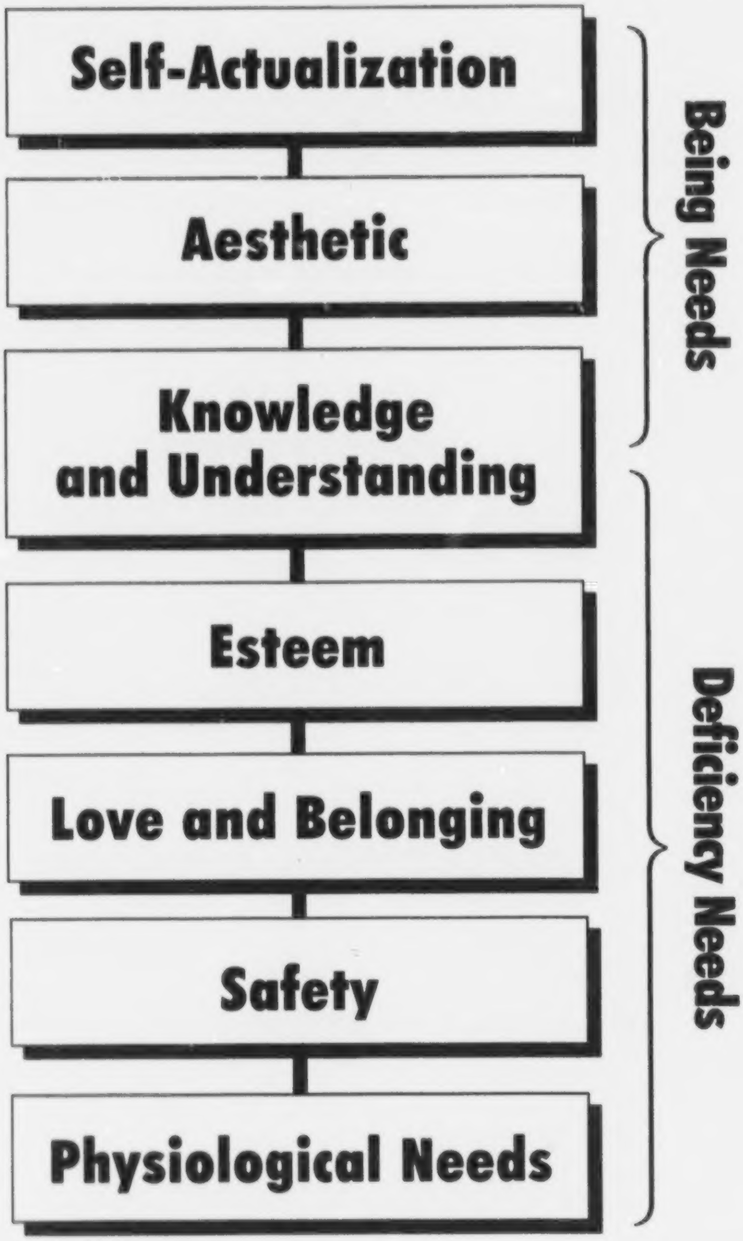
In the community described in *The Giver*, list things that are better than in our community (city, national or world) and also things that are not as good. List page numbers from where each idea came from, so you can return to that page later. Remember, we're looking for things that are better or worse for everyone, not just a few people.

Example — In our world some people go hungry. Everyone is fed in *The Giver*, so that is one way their community is better than ours.

The community in the book is better because… (page reference)

Our community is better because… (page reference)

Maslow's Hierarchy of Human Needs



Self-Actualization

Aesthetic

Knowledge and Understanding

Esteem

Love and Belonging

Safety

Physiological Needs

Being Needs

Deficiency Needs

The information in this transparency is adapted from Maslow, A. (1970). *Motivation and personality* (2nd ed.). New York: Harper and Row. Reprinted by permission of Addison Wesley Educational Publishers, Inc.

Small Group Discussion Guide

The Giver, Chapters 1–9

Recorder —

Facilitator —

Reporter —

Discuss and answer the questions below, supporting your answers with evidence from *The Giver*.

1. How did the Elders do in selecting careers for Asher, Fiona, and the other 12s?

2. What do you think a Receiver of Memory does? Why do you think it hurts?

3. Read Jonas' rules on page 68. Predict how each rule might be important to his new job.

Perfect Society

Team Members —

Directions

- Using the *My Utopia* handout, work in groups of three to design your own utopian community. Try to make one that is feasible, even if fantastic — that is, food cannot be magically produced, or problems magically solved, and people must behave more or less as people really behave.
- Create a poster advertising your community, with a name and slogan and some sort of illustration. Along with the poster, write a paper describing your community —
  - Why is it perfect for everyone?
  - What are the rules?
  - What is the social organization?
  - How will people accomplish the things above?
  - How will people handle conflict to avoid fights?
- Remember, you may not exclude anyone and everyone should enjoy the same benefits.
- You will present your poster and ideas to the class and they will select the community they would most like to live in.
- Keep track of who does what tasks in your group, record this information on your paper. Everyone sign the group paper so I am sure that you each agree with the information given.

Lesson 13

The Benefits of Women's Perspectives in American Society

Teacher's Notes

Note — Lessons 12 and 13 address the same objectives. You may choose to do either or both.

Time

- 10 hours, or 5 class hours with out-of-class assignments for 2 weeks.

Objectives

- Describe one or more experiences where willingness to hear another person's perspectives could have led to a better result.
- Recognize that different perspectives are necessary for society to grow.
- Organize a research project on perspectives within the Women's Suffrage movement.

Preparation and Materials

- Timeline developed for the research project.
- *Research Assignment on Women's Suffrage* copied for each student.
- Three to five copies of *Evaluation Criteria* copied for each student.
- *Key Words to Search for in the Library or on the Internet* handout copied for each student.
- Trips arranged to the library.
- Access to World Wide Web arranged (optional).

Teacher's Notes

Adult Reflection

Think about how you feel about conflict. Is it to be avoided at all costs? Are there any benefits to conflicting ideas and perspectives? Can you recall a situation where you were able to listen to conflicting ideas and use the information to enrich the situation? What personal characteristics contribute to the development of this skill?

Anticipatory Set

- Tell the class —
  - Imagine a world where animals could communicate and had a right to vote. How would society be different? List as many things as you can think of. Discuss with a neighbor and combine your lists, being ready to share at least one difference.
- Let each pair identify one thing not already mentioned by another pair.
  - Now imagine a world where the voting age was 10 years old. How would society be different? List as many things you can think of. Discuss it with a neighbor and combine your lists, being ready to share at least one difference.
- Let each pair identify one thing not already mentioned by another pair.
  - Before 1920, when the 19th Amendment was added to the Constitution — about the time of your grandmother's or great grandmother's birth — women were not allowed to vote or hold office in the United States. In this lesson, we will study the changes that occurred in our society as a result of adding the female perspective to our political dialogue. This is referred to as "Women's Suffrage." "Suffrage" has nothing to do with suffering; it means the right to vote. Women's Suffrage means the right for women to vote.
  - Before you begin researching, predict what you will find. What differences do you think adding the woman's perspective might have made? List as many possible results of Women's Suffrage as you can think of. Share with your neighbor, add to your list any ideas you like that you did not list, put your name on your paper, and hand it in. I will compile the list for the class. After you complete your research, we will compare and see how good your predictions were.

Activity

- Distribute assignment sheets *Research Assignment on Women's Suffrage, Evaluation Criteria,* and *Key Words to Search for in the Library or on the Internet.*
- Give due date and timelines for project checkpoints (see suggested timeline below).
- Explain how projects will be evaluated (see suggestions below).
- Explain when (outside of class or during how many class sessions) they will have access to resources (school library, public library, computer lab or classroom computers with Internet access, etc.).
- Read *Key Words to Search for in the Library or on the Internet* as a class.
- Emphasize that student projects are not to be summaries of what the Women's Suffrage movement was, but rather descriptions of benefits to society of the Women's Suffrage movement. Challenge students to find benefits for men and children as well as for women in changes brought about by the suffrage movement. (Examples may be found in the following areas: public health, education, food, child labor, slavery, sweat shops, worker safety, etc.)
- Suggested timeline for research projects —
  - Initial research —
    - 2 class periods if research done in class.
    - 1 week if project done as homework.
  - Checkpoints —
    - Students share their findings so far, get teacher approval for their proposed thesis (main point of their project) and form of project, and teacher may suggest additional resources. (Time allowed for additional research.)
    - Note cards turned in.
    - Rough draft completed and reviewed by 3–5 other students (or by teacher) for suggestions.
    - Final project with peer reviews and attached self-evaluation due.

Assessment

- Each student reviews 3–5 projects and makes written comments on (1) content, and (2) effectiveness of presentation, using *Evaluation Criteria* handout.
- After reading the peer reviews and making appropriate revisions, each student prepares a self evaluation, assigning a grade (optional) and attaches the peer reviews and self-evaluation to the project.
- Final review and evaluation is completed by the teacher. Use the *Evaluation Criteria* to evaluate each report providing personal feedback.

Journal Options

- Ask the class to write their thoughts about the following questions —
  - What sorts of conflicts occurred as a result of the Women's Suffrage movement in America? Were you surprised to read about the violence that occurred? Why do you suppose it occurred?
  - Write about a group in our country or our school whose viewpoint is not well heard today. What might be some benefits of hearing their perspective? What could be done to ensure that they are better heard?
  - Describe a personal situation where willingness to hear another person's perspective might enrich your own experience or solve an interpersonal problem you're experiencing.

Closure

- Discuss the benefits to society of including the female perspective in our political process. Students should be able to name several reforms arising from the Women's Suffrage Movement after researching their own projects and reviewing 3–5 other projects. You might begin the discussion with —
  - What social reforms did you learn about through your research?
  - Why do you suppose these improvements hadn't already been enacted by men?
  - What about the unique perspective of women made them see the need for the reforms they pushed?
- Return to the ideas the class generated the first day (see Anticipatory Set) and discuss correct predictions and any surprises. Take a poll of the class on the question, "Was Women's Suffrage a benefit to society?"

Research Assignment on Women's Suffrage

Research the Women's Suffrage Movement and prepare a project that communicates at least two benefits to U.S. society that can be attributed to the movement. Your project may be a paper, short story, play, speech, work of art, etc. Whatever the form of your project, it must be accompanied by —

1. Notes from your research with sources indicated.
2. Bibliography of sources.

Timeline

Initial research to be done in the _________________________ by ____________
resource center *date*

Checkpoint 1

1. Make an appointment with me to share your findings so far.
2. Get approval for your proposed thesis (main argument of your project) and the form your project will take.
3. Receive suggestions for additional resources. ______________________________
   date and time of appointment

Time allowed for additional research ______________________

Checkpoint 2

Note cards turned in on __________________

Checkpoint 3

Rough draft (including review by _____ other students) due ______________

Checkpoint 4

Final project due ____________

Evaluation Criteria (score form back side)

Benefits of Women's Suffrage Movement	3 points
Supported argument	3 points
Format	3 points
Interesting	3 points
Clear	3 points
Checkpoints	3 points
Bibliography	3 points
Reviews	3 points
Bonus	1 point
Total	25 points

Evaluation Criteria

Attach peer reviews and self evaluation to the final project.

Name of Reporter________________________________

Name of Reviewer ________________________________

Benefits — Project includes at least two benefits deriving from the Women's Suffrage Movement in the United States.

1 benefit identified — 1 pt.
2 benefits identified — 2 pts.
3 or more benefits identified — 3 pts.

Supported arguments — Arguments supported by evidence from research.

some support — 1 pt.
good support — 2 pts.
all points well supported — 3 pts.

Format — Project format enhances content.

can identify key points — 1 pt.
format chosen made message clear — 2 pts.
vivid message enhanced by format — 3 pts.

Interesting — Project is interesting.

okay — 1 pt.
fun to review — 2 pts.
compelling to review — 3 pts.

Clear — Style used is clear, concise and appropriate.

okay — 1 pt.
clear and concise — 2 pts.
used standards appropriate to form — 3 pts.

Checkpoints — Checkpoints were met.

2 or more checkpoints late or missing — 1 pt.
1 checkpoint late or missing — 2 pts.
all checkpoints on time — 3pts.

Bibliography — Bibliography and research notes included.

only bibliography or notes included — 1 pt.
bibliography and notes included — 2 pts.
bibliography and notes included in proper form — 3 pts.

Reviews — Five Peer Evaluations and Self-Assessment attached.

self-evaluation attached — 1 pt.
peer evaluations attached — 2 pts.
peer and self-evaluations attached — 3 pts.

Bonus — Bonus point for outstanding quality.

____________________________ — 1 pt.
(reason for award written here)

Total points earned ________________

Total points possible — 25

Key Words to Search for in the Library or on the Internet

Suffrage
Women's Suffrage
Elizabeth Cady Stanton
Jane Addams
Lucretia Mott
Corrie Chapman Catt
Woman's Party
National American Women's Suffrage Association
19th Amendment
Susan B. Anthony
Dr. Alice Hamilton
Alice Paul
Clara Barton
Women's Social and Political Union
1848–1920 in American History

Possible resources (324.6 in Dewey Decimal System)

DuBois, Ellen C., *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America.*

Stuhler, Barbara, *Gentle Warriors: Clara Ueland and the Minnesota Struggle*

Coolidge, Olivias, E., *Women's Rights: The Suffrage Movement in America*

Kraditor, Aileen S., *The Ideas of the Women's Suffrage Movement*

Harvey, Miles, *Women's Voting Rights*

McCully, Emily Arnold, *The Ballet Box Battle.*

Anthony, Katherine Susan, *Susan B. Anthony: Her Personal History and Her Era*

Skhlar, Judith N., *American Citizenship: The Quest for Inclusion*

Chafe, William Henry, *The American Woman: Her Changing Social, Economic, and Political Roles*

Bacon, Margaret Hope, *Mothers of Feminism: The Story of Quaker Women in America*

Clarke, Mary Stetson, *Bloomers and Ballots: Elizabeth Cady Stanton and Women's Rights*

Equality: A History of the Women's Movement in America, Schlessinger Video

Bridge to Freedom, PBS Video

How We Got the Vote, Republican Pictures Home Video

One Woman One Vote: Rediscovering the Women's Suffrage Movement, Educational Film Center

Areas of social reform to look into —

Child labor
Slavery
Sanitation
Temperance
Disease control
Sweatshops
Public health
Education
Food safety

Teacher's Notes

Lesson 14

Disagreeing in an Agreeable Manner: Conflict Resolution

Time

- 1 hour.

Objectives

- Given a life example, role-play empathic listening.
- Apply empathic listening skills in personal situations and report on the results.
- Employ conflict resolution skills successfully: both sides agree to and implement a solution.

Preparation and Materials

- *Bridging the Gap — Successful Conflict Resolution* made into an overhead transparency.
- Students assigned to groups of three.
- Arrange the room to accommodate groups of three.
- Flipchart paper, marker, and masking tape for each group.
- *Seven-Step Conflict Resolution T-Chart* made into an overhead transparency.
- *Disagreeing in an Agreeable Manner* copied for each student.
- The list of issues for use in role-playing generated in Lesson 11.

Adult Reflection

One of the most challenging things in life is to agree on a solution with someone with whom you disagree. It often becomes difficult to remember that finding common ground is not caving in to the other person's position. Maturity is being able to find the kernel of agreement, demonstrate respect, and work together toward a satisfactory solution. When and with whom is this hardest for you? What are you willing to do to improve the situation or relationship?

Teacher's Notes

Anticipatory Set

- Tell the class that today they will be using many of the skills we have been practicing together to create solutions for conflict.
- Review the following with the class. Ask for definitions, examples or illustrations. This may be done in pairs or in small groups with large group reporting. Remind the students of the following —
  - "I" statements (Lesson 11)
  - Empathic listening (Lesson 10)
  - Perspective (Lesson 1, 3, 8)
  - *Maslow's Hierarchy of Human Needs* (Lesson 7)

Optional

- Stage a conflict with a colleague in front of the class. Illustrate all of the steps in conflict resolution. For example, a teacher could come in to discuss a school policy. After you resolve the issue, explain to the class what you have done.
- Tell the class you will focus on conflict resolution. Why is this important? When is it important? Think about how it feels when people are in conflict. Is it easy to think of a reasonable solution when feeling upset or uncomfortable?

Activity

Instruction

- Use *Bridging the Gap: Steps to Successful Conflict Resolution* to list and define the steps toward resolution. Especially emphasize that success is having a plan to try; no one can know in advance if a solution will be effective.
- Tell students there are seven steps to finding a win-win solution to a problem —
  1. Agree to solve — Each person admits there is a conflict and agrees to talk respectfully until there is a solution.
  2. I want — One person clearly states what final outcome he or she would like.
  3. I feel — The same person states how he or she feels related to the conflict and a possible solution.
  4. The reason is — The same person provides support or rationale for that position.
  5. My understanding of you is — The listener restates the first person's position until the first person confirms that he or she was accurately understood. Repeat from #2 with the second person talking and first person listening.

6. Maybe we should try — Both parties contribute ideas to try that might be agreeable to both. These ideas are listed and restated by both parties.
7. Choose and shake hands — Both indicate which idea(s) they would be willing to use, the details are agreed upon, and there is a seal of the agreement, such as a handshake or a promise.

Cooperative Learning Group — T-Chart

- Assign students to groups of three. Students will describe conflict resolution using a T-chart. Provide each group with a piece of flip chart paper, marker, and masking tape. Use the *Seven-Step Conflict Resolution T-Chart* transparency example to demonstrate how to set up the flipchart paper. Remind recorders to write large enough for others to read the words. You might ask for a few examples from the class to write onto the transparency. The group of three is to describe what this conflict resolution sounds like and looks like then post their descriptions on the wall for everyone to read.
- Roam the room checking on groups. If students have difficulty, refer them to the steps and ask them, "If someone were agreeing to find a solution what might he or she say? How would he or she look? When stating what they want and feel, what might people say? How might they feel? What would they look like because of these feelings?"

  Some ideas might be —

  - Sounds like (phrases)
    1. I thought it meant….
    2. What leads you to that conclusion?
    3. We disagree on ___ but seem to agree on ___.
    4. Neutral voice tones.
    5. Calling people by their names.
  - Looks like (behavior) —
    1. Serious looks.
    2. Alert body language.
    3. Eye contact.
    4. Nodding.

- Allow time for the students to complete the T-chart, post their work, and read other group's T-chart description. Conduct a whole class discussion to identify similarities and differences in the descriptions. Compliment the class for the descriptions.
- Distribute the *Disagreeing in an Agreeable Manner* handout. Read through the directions as a class.
- Each member will assume one of three roles: First Person, Second Person, and Observer.
    - The First Person states the position that is in support of one perspective.
    - The Second Person states the position that is in support of a different perspective.
    - The Observer says nothing during the conflict resolution but listens for the seven steps, notes his or her observations, and reports to the other two after the discussion.
- The roles are rotated until each member has held each position.
- Allow 10-15 minutes for each scenario.

Journal Options

Tell students to consider the conflict in their lives, and try using the six steps to resolve the conflict. Have them report on the results in their journals. They do not have to work on the major issues in their lives; it may be best to work out minor conflicts that arise.

Assessment

During the group practice the teacher should roam the room, monitoring the small groups during practice, intervening only when the group is stumped. The observing person in the group will provide specific feedback to the pair after they practice the skills.

Teacher Monitoring

- Use observation to record specific significant events of students engaging in interaction with each other.
- If the social skills are not being used in the group, the teacher should ask the group what it has done so far and what it plans to try next to increase the use of the skills.
- If the social skills are being used in the cooperative group, the teacher should note it on an anecdotal record and come back to the group during the processing time, call attention to the use of the skills, and compliment the group. The teacher can also call attention to it during the class discussion.

Student Observation

1. Watch — Each participant will have a turn at observing.
2. Write — Using the small groups' T-charts about how each step "sounds" and "looks," the Observer records comments on the *Disagreeing in an Agreeable Manner* sheet.
3. Report — After each situation is discussed, time is given for the student observers to read feedback to the other group members. All group members may comment about how each step was evident in the discussion of the situation.

Closure

- After the groups have completed all three situations, have a large group discussion.
  - Students write — "What I learned about conflict resolution is..."
  - Teacher provides feedback from the anecdotal record.
  - Call on random students to report their observations.
  - Call on random students to read "What I learned about conflict resolution is..."
- Ask students to identify when these skills would be most helpful. Generate ideas to help people remember to use the seven steps when in the moment of "feeling" the conflict.

Bridging the Gap — Successful Conflict Resolution

1. Agree to resolve the conflict
2. I want…
3. I feel…
4. The reason is…
5. My understanding of you is…
6. Maybe we should try…

← First Person

7. Choose and shake hands

6. Maybe we should try…
5. My understanding of you is…
4. The reason is …
3. I feel…
2. I want…
1. Agree to resolve the conflict

Second Person →

Seven-Step Conflict Resolution

T-Chart Description

Sounds Like	Looks Like

Disagreeing in an Agreeable Manner

Seven Steps to Successful Conflict Resolution

1. Agree to resolve the conflict.
2. I want….
3. I feel….
4. The reason is….
5. My understanding of you is….
6. Maybe we should try….
7. Choose and shake hands.

Directions

- Each member will assume one of three roles — First, Second, or Observer.
  - The First Person states a position that is in support of one perspective.
  - The Second Person states the other position.
  - The Observer says nothing during the conflict resolution, but listens for the seven steps to be in the conversation, notes observations, then reports to the two discussing the situation.
- The roles are rotated until each member has each position. Allow 10–15 minutes for each scenario.
  - Situations —
    - **Family** — Parents (First Person) want all of the children to attend a family reunion but teen (Second Person) wants to stay home.
    - **Community organization** — There is a disagreement about what to do with the money earned in a fund-raiser — go to an amusement park to celebrate a successful year (First Person) or give the money to a local food shelf (Second Person).
    - **School** — Identify a current issue in your school, and identify the two positions (First Person and Second Person), or use this one. There is a disagreement about when the student council should meet. Students (First Person) want to meet during school hours, but the staff advisors (Second Person) want it to meet after school.

Observation comments

First Person —

Second Person —

Personal Reflection

What I learned about conflict resolution is…

Unit D

Working Together

Applying Perspective-Taking Skills to Improve Solutions

Objectives

- Compare "compromise" and "consensus," identifying the advantages and disadvantages of each.
- Define "synergy," "compromise," and "consensus," and use them correctly.
- Define "win-win."
- Identify the characteristics necessary to achieve win-win group decisions.
- In a problem-solving situation, identify conflicting perspectives and describe the similarities and differences in positions.
- Engage in discussion with others and reach synergy (win-win, consensus, and the third alternative).
- State a personal perspective clearly and respectfully.
- Demonstrate empathic listening.
- Work for a third alternative.
- Identify the benefits of working for synergy.
- Engage in discussion with others and reach synergy (win-win consensus and the third solution).
- Suspend personal judgment during a group planning session.
- Select, design, and implement a community service project as a small group.
- Interview others to determine their perspectives.
- Employ conflict resolution skills.
- Identify key concepts and skills related to perspective and working effectively with others.
- Choose those learnings that have been most important personally.
- Develop personal learning goals and a plan to reinforce and implement them.
- Share personal growth plan with others.

Teacher's Notes

Rationale

A conflict is an internal, interpersonal, or intergroup disagreement. Many conflicts in life develop from the inability of people in disagreement to face their differences and develop a plan that everyone agrees on. This section will provide students with practice in working with others to develop solutions in which everyone feels like winners. Creating a third alternative which satisfies the needs of all is called "win-win." When win-win is achieved, there is energy for all to make the plan succeed. This is called "synergy." People in the business world have said for years that they want to hire team-players, or people who work well on projects that make the best of everyone's skills and talents. Seeking win-win solutions and arriving at synergy are vital, lifelong skills.

Lesson 15

Synergy, Compromise, Consensus

Teacher's Notes

Time

- First session: 1 hour.
- Out-of-class assignment.
- Second session: 20 minutes.

Objectives

- Compare compromise and consensus, identifying the advantages and disadvantages of each.
- Define synergy, compromise, consensus, and use them correctly.

Preparation and Materials

- *Beyond Majority Rules* copied for each student.
- Reading parts assigned to eight students.
- *T-Chart* for majority rules and consensus made into an overhead transparency.
- *Compromise, Consensus, and Synergy Mind-Maps* made into overhead transparencies
- *Blank Mind-Maps* handout copied, three for each student.
- *Vocabulary Assignment* copied for each student.
- *Take-Home Assignment* copied for each student.

Adult Reflection

Have you ever been part of a meeting when the vote didn't go your way? Or perhaps you've had the experience when a compromise left everyone feeling less than enthusiastic. Even worse, maybe you've worked with someone who always has to have his or her own way. When people see a situation in very different ways, agreements often leave everyone feeling dissatisfied. But sometimes the disagreement leads to a better idea than either side would have come up with on their own. Think of times when you have successfully worked through a disagreement for the perfect solution. Didn't it almost feel like magic? Can that magic be intentionally re-created?

Anticipatory Set

- Tell the class that in this lesson they will learn about and practice ways of stepping outside their own perspectives, and discover the benefits of combining multiple points of view.
    - Many Americans are familiar with voting to make group decisions. Sometimes, after a vote, the people who lost either leave the group or simply don't go along with the decision. But there are ways of making group decisions that don't have winners and losers. There are ways of arriving at decisions that meet everyone's needs and can therefore be supported by everyone. We will be studying these ways of working together.

Activities

Discussion

- Distribute the *Beyond Majority Rules* handout and read the introduction. Assign the parts to eight students and read Part One of Dialogue 1, Majority Rules. Discuss the following questions:
    - Was a good decision reached?
    - Were any better solutions overlooked?
    - Do you think everyone will support the decision?
- Read Part Two of the dialogue and ask the class the following questions.
    - Is this a better solution?
    - Do you think everyone will cooperate?
- Tell the class that this is the way most groups make decisions, but not everyone. Have the same students read Dialogue 2, Consensus Building.

Paired Activity —T-Chart

- Have students pair up and complete a T-chart listing characteristics of majority rule and consensus. Using the *T-Chart* transparency, start the chart as a class with a few examples. Consider actions, feelings, attitudes, skills, time, etc. Allow students time to work in pairs, and then discuss their answers as a class adding to the transparency.

Paired Activity —Vocabulary

Teacher's Notes

- Distribute blank *Mind Maps* handouts.
- Tell the class that you are going to be using some terms over the next few days, and it is important that everyone understand them. The terms are "consensus," "compromise," and "synergy." Display the *Compromise Mind Map* transparency, and provide one answer for each category as a model. Use the following definitions —
    - "Compromise" is when opponents each give in a little on their positions in order to reach agreement. A common example of compromise is when a labor union and management negotiate contracts. Each side usually gradually gives up or amends its list of demands to arrive at an agreement both can accept. An example of the opposite of compromise is "irreconcilable differences." A phrase that has a similar meaning to compromise is "give and take."
- Have students work in pairs to complete the *Compromise Mind Map*. After five minutes, call on pairs to share their answers.
- Display the *Consensus Mind Map* transparency, and provide one answer for each category. Use the following definition —
    - "Consensus" is general agreement that all parties support. An example is a trial jury. Consensus is similar to cooperation. An opposite of consensus is "dissension." In Dialogue 2, identify the prerequisites for consensus. All must agree to continue in discussion and must agree that their goal is a solution that everyone supports.
- Ask students pair up and complete the consensus map. Have students share some answers with class.
- Display the *Synergy Mind Map* transparency, and provide one example for each category. Use the following definition.
    - "Synergy" is when multiple perspectives combine in such a way that the result is better than either side would come up with on its own. "The total is more than a sum of its parts" is a phrase with a similar meaning to synergy and "rivalry" is a word meaning the opposite. A good painting demonstrates synergy. Why would I say a painting is an example?

Teacher's Notes

- Listen to the class' ideas. (The different elements of a painting, line, shape, color, combine to represent objects and evoke emotions.) Discuss other examples of synergy.
  - Another example of synergy is a good basketball team. Few people would watch five players on a basketball court if one was shooting hoops, one dribbling, one running sprints, and two playing catch. But when they put their skills together as a team, it is exciting.
  - Synergy can happen among people when they are committed to agreeing upon a course of action that will satisfy everyone. Which of the two dialogues read earlier produced synergy? Why?
  - Synergy occurred in the Quaker dialogue we read. People on both sides of an issue ended up happier with the final solution than they would have if they had gotten their way. In addition, their community was strengthened and their trust of each other was increased.
- Have pairs complete the *Synergy Map*. Call on a few pairs to share their answers. Be sure that students understand that synergy is that ideal result of people working for real consensus.

Assessment

- Distribute the *Vocabulary Assignment*. Read through the directions, then allow students 10 minutes to complete the vocabulary section on the sheet. Students are to demonstrate their knowledge and understanding of the vocabulary by writing the definition and providing an example of each of the words. The example should include the following —
  - Compromise: Each member gives a little until all can at least partially agree with a decision.
  - Consensus: Members discuss their points of view and offer ideas until they come to a decision everyone feels good about.
  - Synergy: Using multiple perspectives, members are able to reach a solution that is superior to any a single person or faction could have come up with alone.

Out-of-Class Assignment

- Distribute the *Take-Home Assignment.* Read the directions aloud. Ask the students to write the names of four people they could talk to tonight to get this information. The extras are in case they have difficulty making contact. The objective is to identify how decisions are reached in the workplace to get the best cooperation.

Closure

Small Group Activity

- Ask students to get into groups of three. Students read their examples from the *Take-Home Assignment.* Each group will select one example to share with the whole class that the group feels is clearly one of the three ways for decision making, consensus, compromise, or synergy. As groups report their examples, record how many were consensus, compromise, or synergy. Lead the class in a discussion about which way would result in more people cooperating on a job or project. Discuss why other forms of decision-making were more common.

Teacher's Notes

Beyond Majority Rules

Many Americans take it for granted that "the majority rules," that this is the right and fair way to do business. From national politics to school councils and neighborhood clubs, the majority rules.

But America is made of many different cultural traditions, and some use consensus building, rather than majority rule, as the basic principle for making decisions. One is the Religious Society of Friends, commonly known as "Quakers." Quakers do not believe a majority of people should be able to overrule the minority. In the Quaker process, there must be a *consensus*. People must work together until they have come to a solution that everyone agrees on.

Dialogue 1 is of a typical collegiate student council, where the majority rules. Dialogue 2 is of a student meeting at a Quaker university, using the process of consensus building. Read the two dialogues and consider the differences between majority rule and consensus building. What are the benefits of each? What are the problems with each?

Dialogue I — Majority Rules

Part One

Chair — The next item on the agenda is a proposed ban of animals on campus. You should have a copy of the proposed rule in your handouts. I believe this is your project, Senator?

Person 1— Yes, I'd like to move to pass a new rule that students not bring their pets to campus.

Person 2 — I'll second the motion.

Chair — I'll open the floor to general discussion on this issue.

Person 1 — I find this practice annoying and distracting, and I think that other people do as well. I'm sick of walking across campus and having dogs run up and jump on me. And frankly, there's a lot of dog dirt on the lawns and sidewalks. It's disgusting.

Person 3 — Well, let's address the specific problem. It isn't animals. It's their owners. They have to be aware that their animals have to be leashed and properly attended to at all times. And they have to understand that cleaning up after their animals is their responsibility.

Person 2 — Those rules are already in place, but nobody follows them. And we hardly have the funds to support a special doggy task force to crack down on criminal animals. It's much easier to ban animals all together than to educate people and teach them good manners and responsibilities.

Person 4 — Well, I bring my dog to campus. I take good care of her and clean up after her. She's a swell dog. But I live in a very small apartment, and she needs attention. I can't leave her home all day every day. She'd be very unhappy. If I can't bring her to school, basically I'd have to give her up.

Person 1 — That's your problem. You choose to have a dog, and it's your responsibility. But when people bring their animals to school and let them run all over the place, it becomes my problem. And frankly, I don't like dogs. You might think that makes me a bad person, but I don't like dogs and I don't have to like dogs. And if I don't want to deal with dogs between classes, I shouldn't have to.

Person 5 — Really, sometimes they even come into the buildings. That's annoying. I hate going into a class and seeing some big, smelly, panting dog in the class. What makes people think they can bring their dogs into class?

Person 2 — They aren't supposed to. It's against the rules. But when there are dogs everywhere, anyway, the rules become vague. We have to make it clear that this is a campus, not a kennel.

Person 6 — I have an idea.

Person 1 — I move the original question.

Person 2 — I second it.

Chair — It has been moved and seconded to vote on the motion. All in favor say "Aye." All those opposed, say "Nay." The motion passes, and we are now voting on the question. Please read the proposed rule.

Recorder — The rule as read is: Students will not be allowed to being their pets to campus.

Chair — All in favor say "Aye." All opposed, say "Nay." The motion passes.

Person 6 — But I had a better idea.

Chair — You'll have to get on the agenda for a later meeting and have a vote reversing the rule before you can make that motion. Now let's move onto the next item....

Part Two

Person 6 — A few weeks ago we passed the rule that there would be no pets allowed on campus. Of course, nothing has changed, and we didn't decide how we would enforce this rule. Because it didn't solve the problem, I have a proposal for a compromise. You all have a copy and can read it over, but in a nutshell it says that we designate pet areas on campus, away from the general pedestrian traffic. We will provide waste disposal containers, but pet owners have to use them.

Person 2 — I hate this. This designates the area between the Arts building and the fountain. That's my favorite place to read on sunny days.

Person 1 — It's everyone's favorite place to be on sunny days. Now it's going do be an elite animal-owner territory!

Person 4 — More like an animal owner ghetto! And what are we supposed to do when we go to class? If we can't have our animals with us when we actually go to class, we might as well leave them at home.

Person 3 — Come on! Obviously nobody's going to be one-hundred-percent satisfied with any solution. That's why it's called a compromise. I think the senator did a good job working this out, and I'm going to second the motion.

Person 5: There's still no way of making people follow the rule, but I hope they'll respect this. We're giving them part of the campus. I'll move the question.

Person 6: Second.

Chair: It has been moved and seconded to vote on the main motion. All in favor say "Aye." Against, say "Nay." The motion passes, and we are now voting on the proposal, as written. All in favor say "Aye." All opposed, say "Nay." The motion passes.

Dialogue Two — Consensus Building

Person 1 — I want to talk about people bringing their pets to campus. I find this practice annoying and distracting, and I think that other people do as well. I'm sick of walking across campus and having dogs run up and jump on me. And frankly, there's a lot of dog dirt on the lawns and sidewalks. It's disgusting.

Person 3 — Well, let's address the specific problem. It isn't animals. It's their owners. They have to be aware that their animals have to be leashed and properly attended to at all times. And they have to understand that cleaning up after their animals is their responsibility.

Person 2 — Those rules are already in place, but nobody follows them. And we hardly have the funds to support a special doggy task force to crack down on criminal animals. It's much easier to ban animals all together than to educate people and teach them good manners and responsibilities.

Person 4 — Well, I bring my dog to campus. I take good care of her and clean up after her. She's a swell dog. But I live in a very small apartment, and she needs attention. I can't leave her home all day every day. She'd be very unhappy. If I can't bring her to school, basically I'd have to give her up.

Person 1 — You choose to have a dog, and it's your responsibility. But when people bring their animals to school and let them run all over the place, it becomes my problem. And frankly, I don't like dogs. You might think that makes me a bad person, but I don't like dogs and I don't have to like dogs. And if I don't want to deal with dogs between classes, I shouldn't have to.

Person 5 — Really, sometimes they even come into the buildings. That's annoying. I hate going into a class and seeing some big, smelly, panting dog in the class. What makes people think they can bring their dogs into class?

Person 2 — They aren't supposed to. It's against the rules. But when there are dogs everywhere, anyway, the rules become vague. We have to make it clear that this is a campus, not a kennel.

Person 6 — I have an idea. Why don't we designate pet areas on campus, away from the general pedestrian traffic. We will provide waste disposal containers, but pet owners have to use them. Like, how about that big spread of lawn between the Art building and the fountain?

Person 2 — That's my favorite place to read on sunny days.

Person 1 — It's everyone's favorite place to read on sunny days. Now it's going to be elite animal-owner territory!

Person 6 — That's a good point. Maybe we can put the area somewhere else… Kind of away from everything else.

Person 4 — Sounds like an animal ghetto! What are we supposed to do when we go to class? If we can't have our animals with us when we actually go to class, we might as well leave them at home.

Person 6 — I don't have an answer to that.

(40 minutes later)

Person 7 — Well, we've been hashing this out for about an hour now, and I've had enough. I don't care what you do, but I need to go home and study.

Person 6 — We can table it until the next meeting, I suppose. But I really want to come to some decisions. We finally agreed on the location, we just have to settle the other points.

Person 1 — Well, there's always student groups looking for ways to fund-raise. They can take turns hiring themselves out as an animal sitting service.

Person 4 — How much would they charge? Whatever it is, I can't afford it.

Person 6 — Well, what if the animal owners formed their own student group, and just took turns volunteering. When you're in class, I'll watch your dog; when I'm in class, you watch mine.

Person 3 — I already work 20 to 30 hours a week.

Person 5 — So if you want to pay, you pay. If you want to pay in hours, you pay in hours. If you're working so much, you could probably pay a few dollars a day.

Person 3 — I guess I could manage to pay.

Person 4 — I could put in the hours. I have a lot of down time between classes.

Person 7 — Well, this is about as good as its going to get. Why don't you guys who own animals spend some time putting it together, and come back at the next meeting and tell us what you decide.

Person 5 — Is everybody okay with that for now?

All — *Nodding.* Good Idea. We'll work on it.

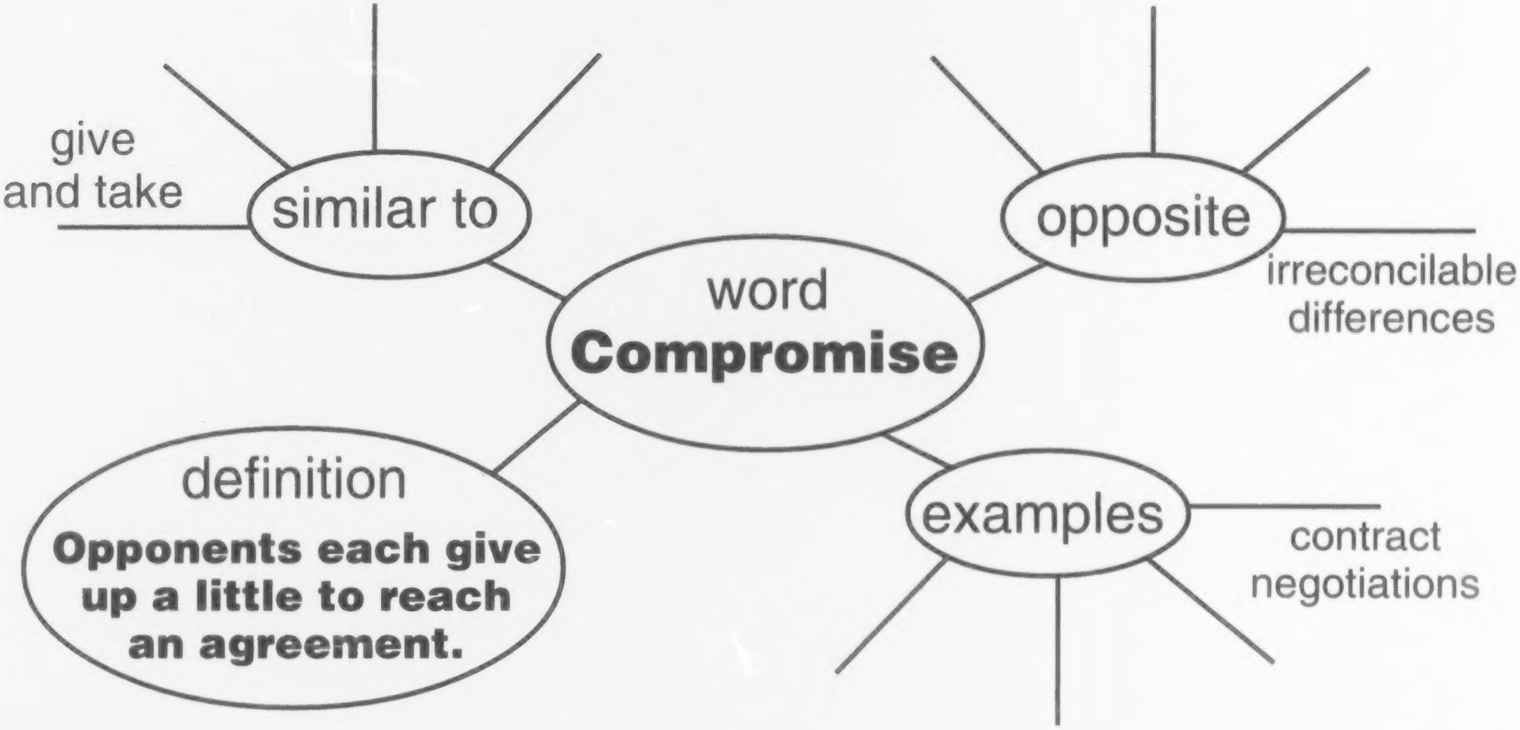
Person 5 — Great. Let's call it a day.

T-Chart

List characteristics of each of these types of decision-making. Consider how it works, how much time it takes, how people feel, etc.

Majority Rules	Consensus

Mind Maps — Compromise



word
Compromise

similar to

give
and take

opposite

irreconcilable
differences

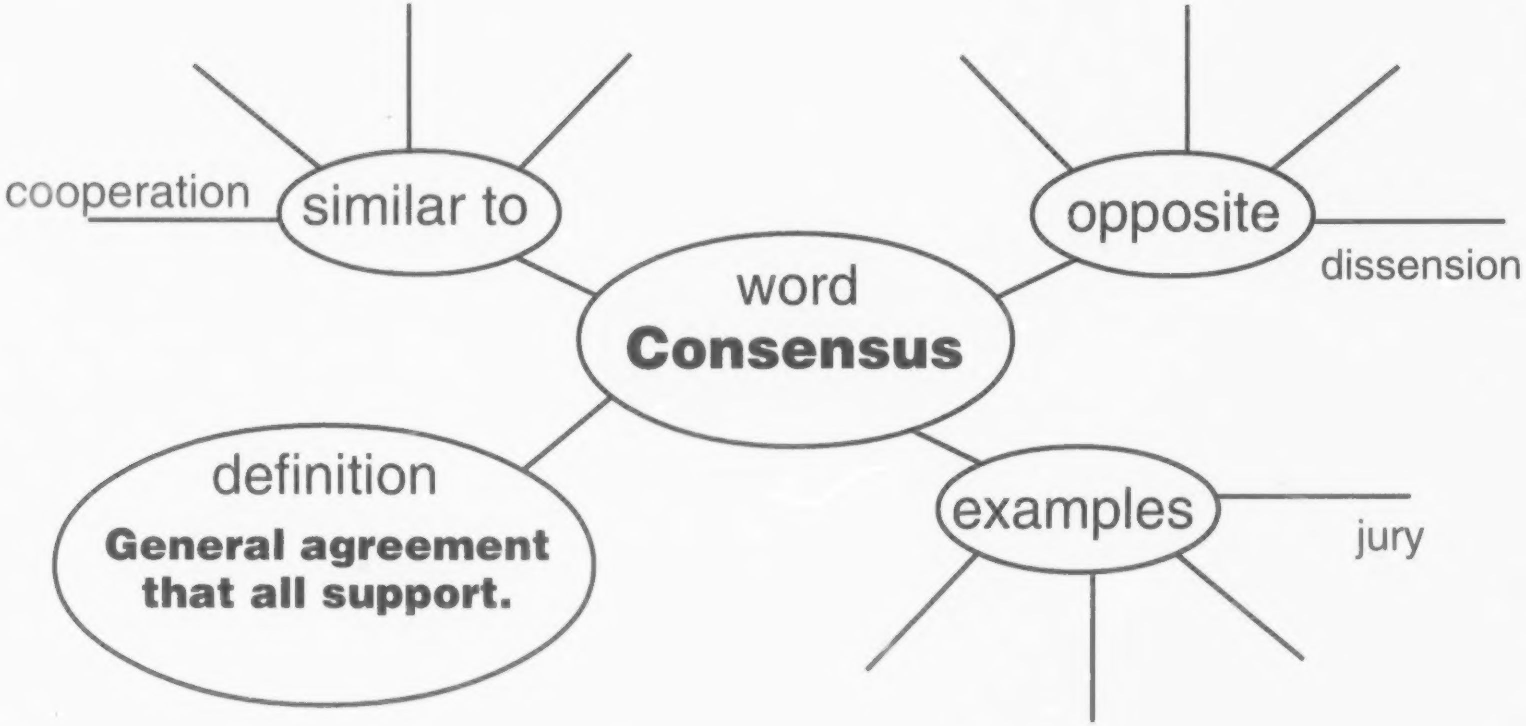
definition

Opponents each give up a little to reach an agreement.

examples

contract
negotiations

Mind Maps — Consensus



word
Consensus

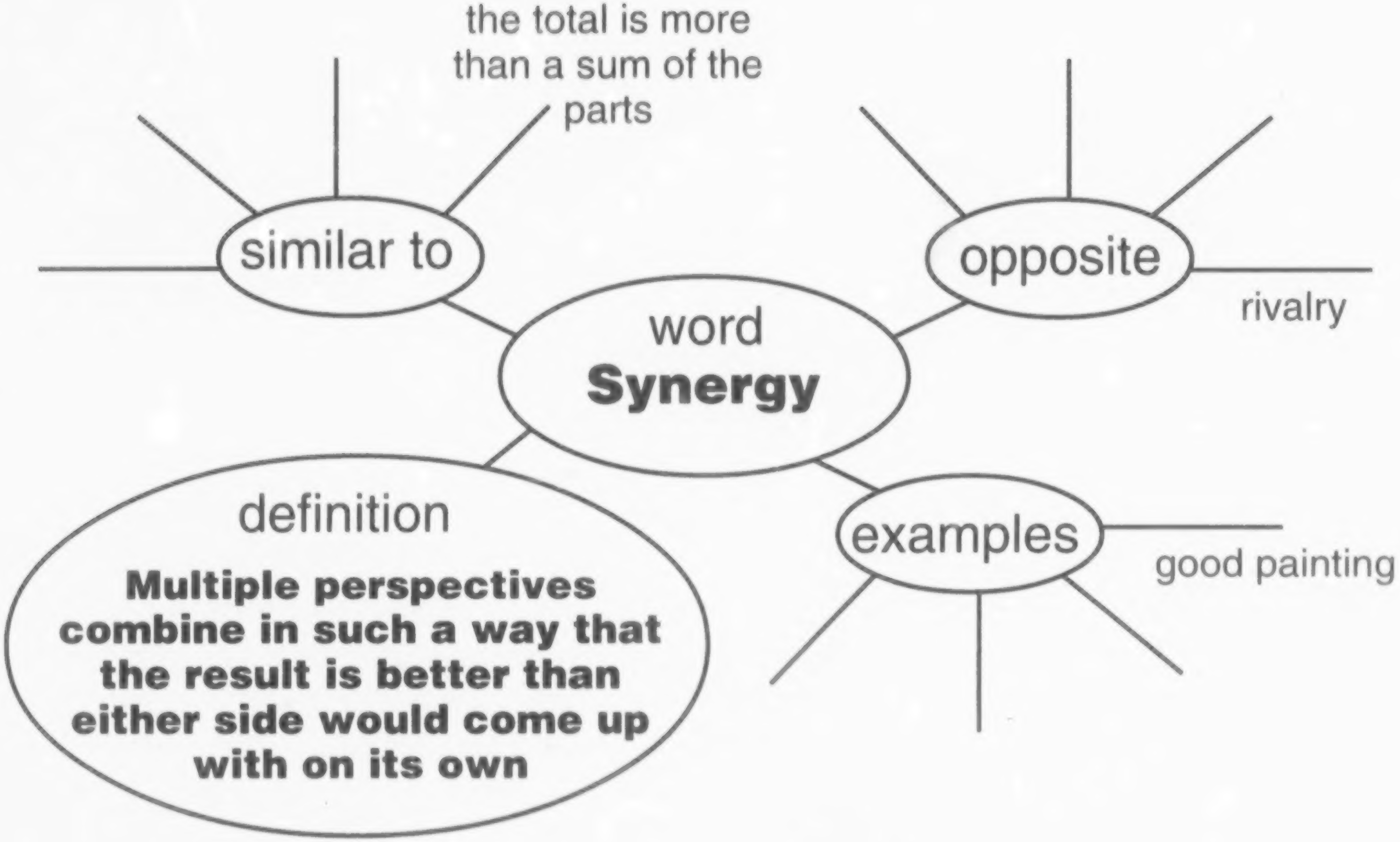
similar to
cooperation

opposite
dissension

definition
General agreement that all support.

examples
jury

Mind Maps — Synergy



word
Synergy

similar to

the total is more than a sum of the parts

opposite

rivalry

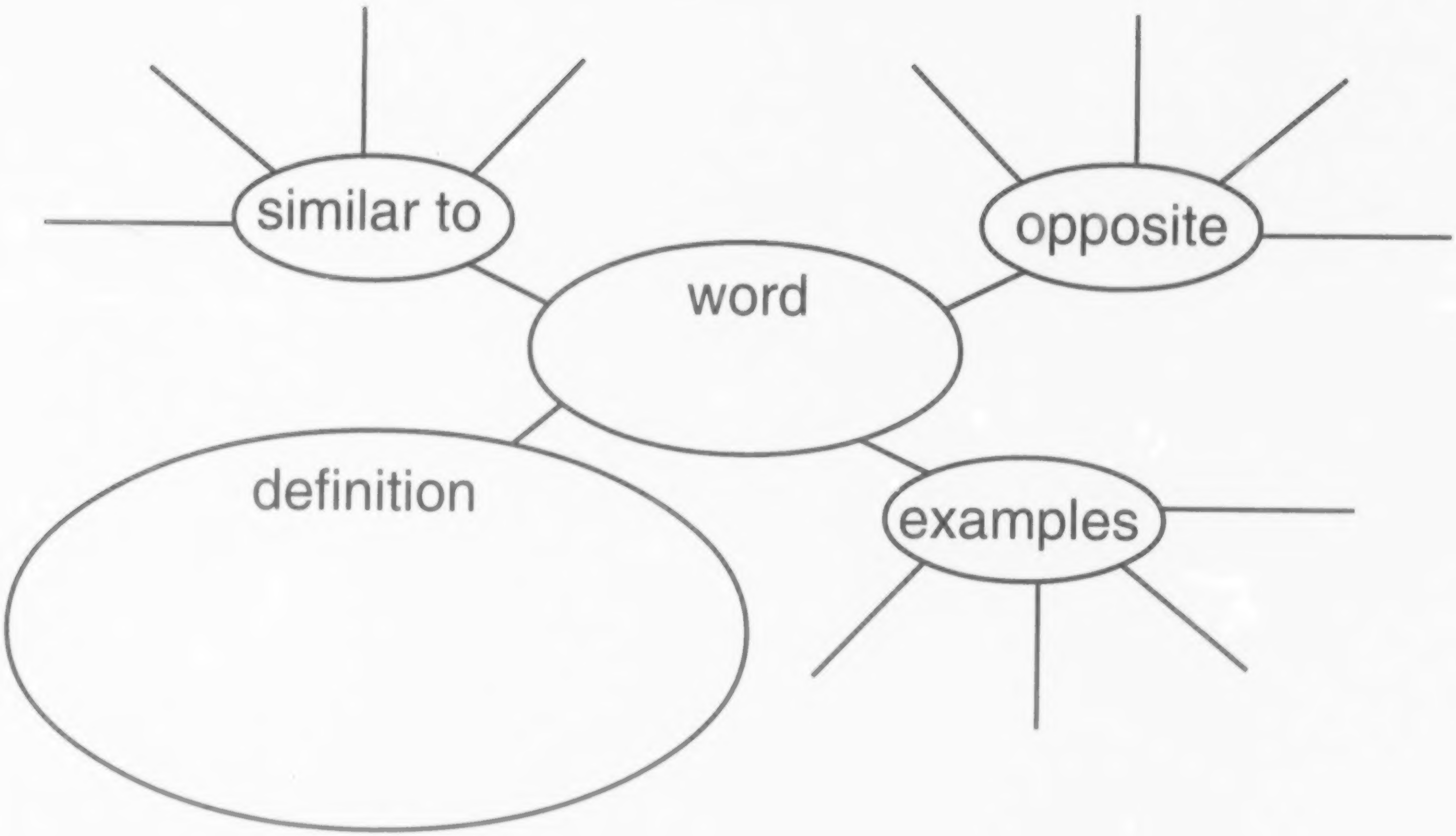
examples

good painting

definition

Multiple perspectives combine in such a way that the result is better than either side would come up with on its own

Mind Map — Blank


similar to
opposite
word
definition
examples

Vocabulary Assignment

Name ____

Define each of the words using definitions given in class —

compromise

consensus

synergy

Provide real-life examples of each of these words —
(For example, during class we said that a good painting is an example of synergy)

An example of compromise

An example of consensus

An example of synergy

Take-Home Assignment

Name ____

Talk with two adults who work at a businesses. Find out how decisions are made in their workplaces. What works and what doesn't work? Complete the information below.

Person 1

Name ____

Job title ____

Business ____

Describe the process of decision making ______________________

____

____

Their decision making process is most like (circle one) —

consensus **compromise** **synergy** **other**

Person 2

Name ____

Job title ____

Business ____

Describe the process of decision making ______________________

____

____

Their decision making process is most like (circle one) —

consensus **compromise** **synergy** **other**

Lesson 16

Achieving Win-Win

Time

- 1 hour.

Objectives

- Define "win-win."
- Identify the characteristics necessary to achieve win-win group decisions.
- In a problem solving situation, identify conflicting perspectives and describe the similarities and differences in positions.

Preparation and Materials

- *Win-Win Chart* made into an overhead transparency.
- *Bridging the Gap — Successful Conflict Resolution* made into an overhead transparency.
- *Beyond Majority Rules* from Lesson 15.
- *Reaching Win-Win* handout copied for student pairs.

Adult Reflection

Win-win begins with two people or groups who are committed to finding a mutual solution. All parties must exercise empathic listening and clearly state their own viewpoints. Win-win is the result of hard work. Is there a situation at work where differences have resulted in division? Can you bring integrity to the situation by offering the other person an opportunity to work toward win-win. Begin by meeting the other person with a clear statement of the issue. Commit yourselves to remaining in communication until you come up with a mutually acceptable solution. The seed of win-win will be planted.

Teacher's Notes

Teacher's Notes

Anticipatory Set

- Ask students to pair up. Once every student has a partner, provide a physical example of the "arm wrestling" posture without using the words "arm wrestling." Partners place their elbows on the table with their forearms up and clasp hands. Tell students that every time the back of someone's hand touches the table, you get one point. The ones with the most points in 3 minutes wins.
- Tell them to begin. Observe those who really wrestle, and those who agree to take turns winning in order to score high points. After 3 minutes, call on various pairs to report their scores. Some will have only a few, while others will have close to 100.

Discussion

- Why is there so much variance in scores?
- What does perspective have to do with the results?
- What can we apply from this experience elsewhere?

Activities

Class Discussion

- Display the *Win-Win Chart* as an overhead transparency, and explain to the class —
  - Win-win is an attitude that constantly seeks mutual benefit in human interactions. It takes a commitment to the belief that you don't have to lose for me to win. It takes trust that you will even help me to win. Working for win-win solutions builds trust among people so that they work better together.
- Tell the class they are most familiar with win-lose situations, such as games. A vote is often a win-lose situation. A lose-lose situation sometimes occurs. This happens when both sides insist on not considering the other side's perspective or needs. When conflicts turn into fights, we experience lose-lose. An argument is often a lose-lose situation.
- Direct students to take out paper and pens. They should label the following situations as win-lose, lose-lose, or win-win.
  - Two friends disagree about what to do Saturday night. Shawna wants to see a movie and Micky wants to go to the pool hall.
  - Resolution A — Shawna gives in and goes to the pool hall (lose-win).
  - Resolution B — They bicker until it is too late to go out (lose-lose).
  - Resolution C — They call some friends to play pool in the activity room at Micky's house, rent some movies, and have a great evening (win-win).

- Ask the classes how Shawna and Micky got to win-win in resolution C? What are the similarities between their original positions? What did they both want? (To socialize at the movies and at the pool hall. For the weekend, they wanted to do something fun and different from everyday activities.) What was different about their positions? (Shawna felt more like movies and Micky like playing pool.) By looking at what they both wanted to accomplish, they found a third solution that gave them both more than what they originally wanted and let them enjoy their friendship by doing it together. They might have decided to compromise. What would that have looked like (maybe pool this Saturday and a movie next weekend). Would that have been as satisfactory to either of them?

Seven Steps

- Display *Bridging the Gap* transparency. Reminding students there are seven steps to finding a "win-win" solution to a problem. Those steps are —
  1. Agree to resolve the conflict.
  2. I want….
  3. I feel….
  4. The reason is….
  5. My understanding of you is….
  6. Maybe we should try….
  7. Choose and shake hands

Paired Discussion

- Distribute *Reaching Win-Win* handout.
- Have students look again at the *Consensus Building Dialogue* in Lesson 15, and identify the different positions expressed. Try to identify differences and similarities between the two sides. Identify words or phrases in the dialogue for the steps towards win-win solutions and record them on *Reaching Win-Win* handout. Look at the solution they finally decided upon and show how each side wins, or gets their needs met, with the final solution chosen.

Closure

- When the pairs complete the *Reaching Win-Win* sheet, discuss their answers. Encourage pairs to create an example of win-win. Ask pairs to share their ideas with another pair of students. The groups of four should select one example to share with the class. Call on the small groups to hear their examples of win-win.

Assessment

Writing Activity

- Students are to write one paragraph about win-win. In this paragraph, students should do three things —
  1. Define win-win.
  2. Give an example of win-win.
  3. Explain the benefits of thinking win-win.

Journal Option

- Try using the process of conflict resolution in your life. Report the results in your journal. Include a description of the conflict, how you began the conflict resolution process, the other person's responses, and the final conclusion.

Win-Win Chart

	Win	**Lose**
Win	Win-Win	Win-Lose
Lose	Lose-Win	Lose-Lose

Bridging the Gap — Successful Conflict Resolution

1. Agree to resolve the conflict
2. I want…
3. I feel…
4. The reason is…
5. My understanding of you is…
6. Maybe we should try…

7. Choose and shake hands

6. Maybe we should try…
5. My understanding of you is…
4. The reason is …
3. I feel…
2. I want…
1. Agree to resolve the conflict

↓ First Person

Second Person ↑

Reaching Win-Win

Name ______________________ Name ______________________

Use *Beyond Majority Rules* dialogues to complete this assignment with your partner.

Identify two opposing positions —

1.

2.

Identify words or phrases from the dialogue that are examples of each of the steps toward win-win —

1. Agree to resolve the conflict
2. I want…
3. I feel…
4. The reason is…
5. My understanding of you is…
6. Maybe we should try…
7. Choose and shake hands.

Lesson 17

The Third Solution

Time

- First session: 40 minutes.
- Out-of-class assignment.
- Second session (after out-of-class assignment): 30 minutes.

Objectives

- Engage in discussion with others and reach synergy (win-win consensus and the third solution).
- State a personal perspective clearly and respectfully.
- Demonstrate empathic listening.
- Work for a third alternative.
- Identify the benefits of working for synergy.

Preparation and Materials

- Students assigned to mixed-gender pairs.
- *Home-Community Assignment — Working Together* handout copied for each student.

Adult Reflection

Imagine a perfect class. Are you and your students working together, enjoying the free exchange of ideas, supporting one another's learning? Are your most difficult students also your neediest? Are there any ways to better meet some of those needs? Does "being right" sometimes get in the way of finding "the third alternative," or best solution for you and *your students? What might you try this week?*

Anticipatory Set

- Tell the class that in this assignment they will be asked to combine many of the skills they have been studying —
  - Recognizing their own perspectives.
  - Accepting other perspectives.
  - Working with others for win-win and group synergy.

Out-of-Class Paired Assignment

- Pair students, boys with girls as much as possible. Set the stage for the assignment, something like this —
    - You and your partner are going to a concert, to the prom and post-prom party, on a road trip or ski trip, etc. Make plans for what to do. Consider what your budget is for your plans, how you will get where you are going, who you'll be with, where you will be, and when you will get home. Come up with a plan that you both support enthusiastically. Describe it in writing.
    - You and your partner each need to identify an adult who may have a different perspective about what you should do. This may be a parent or guardian, a teacher, a coach, a neighbor, an employer, or anyone else whose opinion you value. Explain your task to the adult, and explain synergy and how people can work together for win-win solutions. Arrange a time to meet and discuss your plans. Explain that this is only pretend and that your goal is to really hear his or her perspective and practice new skills. Ask the adult to be open to your perspective, so you can develop a plan that will satisfy everyone. Develop a third solution, write it down, and have the adult sign the sheet to indicate support.
- Distribute the *Home-Community Assignment — Working Together* handout, one to each student, and read these directions —
    - After each of you have had the discussion with the adult, meet again and review your solutions. Select one that you like the best or create another solution.
- Allow students a few days to talk about their plan with an adult, and work with their partner on the final plan.

Closure

- Discuss with the class how the planning went. What was easiest? What was most difficult? Students should have done the following —
    - Stated personal perspectives clearly and respectfully.
    - Demonstrated empathic listening.
    - Found a third solution all parties could support.

Writing Assignment

- Allow students 15 minutes to write a personal reflection that includes —
  - What they learned.
  - What personal situation would benefit from win-win thinking.
  - What they need to do to reach win-win.
- Write one paragraph about what you learned by this assignment and identify a personal issue that you will try to resolve with synergy.

Assessment

- Pairs should hand in the following —
  - An initial description of their plan.
  - Both of their *Working Together* sheets.
  - The final plan that reflects everyone's input.
  - Both are to write about what they learned, and identify a personal issue where they will try for synergy (include who is involved.)

Home-Community Assignment — Working Together

Student's name ____

Your name and relationship to student ________________________________

I certify that the above named student —

1. Explained "win-win" decisions and working for the third alternative to me.
2. Listened to me and respected my perspective on the activity scenario.
3. Shared his or her perspective with me in a clear and respectful manner.
4. We reached a third-alternative solution which satisfies both of us.

Briefly describe the solution —

How did you feel as you discussed this issue with the student?

How might it benefit your relationship with the student if you each practiced this kind of decision-making more frequently?

______________________________ ______________________________

signature *date*

Lesson 18

Making Something Out of Junk

Teacher's Notes

Time

- 1 hour, 30 minutes.

Objectives

- Engage in discussion with others and reach synergy (win-win, consensus, and the third solution).
- State a personal perspective clearly and respectfully.
- Demonstrate empathic listening.
- Suspend personal judgment during a group planning session.

Preparation and Materials

- "Junk" from teacher's home placed into six or seven bags.
- Class divided into groups of four.
- Room arranged for small group work.
- *Making Something Out of Junk* copied for each student.
- *Brainstorming Rules* made into an overhead transparency.
- Newsprint and markers for each group.
- *Personal Reflection on Synergy* copied for each student.

Adult Reflection

Ever heard the phrase, "One person's junk is another person's treasure?" In today's lesson the students will actually make a treasure out of your junk. The students will experience synergy in a small way. A greater lesson for you is that by using another person's eyes (perspective), the things you once thought were garbage can become valuable. Synergy happens when we value many ideas. Is there a personal situation that looks like a junk drawer? If each person involved could imagine the possibility, could something useful occur? How can you propose this alternative to the adults examining the "junk"?

Anticipatory Set

- Ask students if they have ever heard the following sayings —
  - Making a silk purse from a sow's ear.
  - Making something out of nothing.
  - One person's meat is another person's poison.
  - One person's junk is another person's treasure.
- Tell them that today they are going to just that, take junk and create something wonderful.

Activity

- Tell the class that they will use synergy to create something from the stuff in the bag, and prepare a class presentation of their creation. Divide the class into groups of four. Distribute *Making Something Out of Junk* handout. Clarify the directions as a class. Emphasize the following points —
  - Each member will write one or more ideas for question 1.
  - During discussion of question 2, students may add to their answer for question 1.
  - *Display Brainstorming Rules* transparency. Brainstorming rules are —
    - No "yeah, buts…"
    - Quantity, not quality
    - Don't analyze now
    - Record all ideas
    - Piggyback off of other people's ideas
    - The goal is to have a long list
    - Every idea is accepted
    - Use the whole 10 minutes for this activity
    - The best idea can come near the end of the time
  - Every member must agree on the four ideas selected.
  - Advocating is intended to help members understand the possibilities of the ideas, not to convince the team to choose one particular idea to be used for the project.
  - Now, create consensus. Which idea(s) will be used to create a project to present to the class.
  - All members must be a part of the presentation. It is not necessary to use every item in the bag. The presentation should be limited to 2–5 minutes.

- Present each group with a different bag of junk. It is important for the classroom climate that this junk is from the teacher's home, and that students know that. Students will actually talk about the teacher's life outside of class as they think about how the objects came into the teacher's possession. Things like broken pieces of toys, odd game pieces, little tools and gadgets, pieces and scraps of cloth, and other odds and ends might be selected.
- Allow the groups 45 minutes to work. View each team presentation.

Teacher's Notes

Closure

- From this experience, what skills or attitudes contributed to synergy in a group?
- When might synergy be helpful? What type of work situation? What life situations?
- Can one person cause a group to begin to act in ways that produce synergy? Explain your idea.

Assessment

- Each student will complete the personal reflection sheet on synergy. This sheet may be collected and scored or may be used for a class discussion.

Making Something Out of Junk

Name ______________________ Name ______________________

Name ______________________ Name ______________________

1. Lay the stuff on a desk, and look at and touch each item without talking for 2–3 minutes. Write your ideas for a creation here:
2. Talk about the objects for 2–3 minutes. What are they? What could they be used for? What do they remind you of?
3. Brainstorm ideas for a creation using the junk on the desk for 10 minutes. Record all ideas, numbering them on the chart paper so the whole group can see each one.
4. As a team, take 2–3 minutes to select the four best ideas.
    1.
    2.
    3.
    4.
5. Discuss your ideas for 4–6 minutes. Each member should advocate choosing one of the ideas. Discuss the pros and cons of each. Describe how each idea might actually be accomplished.
6. Commit to support each other until you arrive at one alternative all members like the best.

   Our creation is —

7. Prepare a 2-5 minute class presentation explaining the creation and its uses. All team members must have a part in the presentation.

Brainstorming Rules

No “yah, buts...”

Quantity, not quality.

Don’t analyze now.

Record all ideas.

Piggyback off of other people’s ideas.

The goal is to have a long list.

Every idea is accepted.

Use the whole 10 minutes for this activity.

The best ideas can come near the end of the time.

Personal Reflection on Synergy

Name ____

1. Look at your first ideas, the ones you thought of alone in step 1 of the group activity. Was your group's final creation better than your first idea? Why?

2. Did everyone in your group participate in discussion, creation, and presentation? Name at least one thing or idea that each member contributed.

    1.

    2.

    3.

    4.

3. Did you enjoy this experience? Why or why not?

4. Were your ideas respected? Give an example to support your answer.

5. Did you respect and encourage others' participation? Give an example.

6. What was hardest about reaching consensus? What skill or attitude was most important to success?

7. Did you reach synergy? Support this answer with explanations and examples.

8. Was it worth the effort? Why or why not? Would you work toward synergy again? Where might it be most important for you to try?

Lesson 19

Working Together For Everyone Community Service Project

Teacher's Notes

Note —This project is designed for senior high school students. It should be modified for younger students and made into a class project rather than a small group project.

Time

- 4–6 weeks.

Background

Service learning is when students meet a genuine need by planning and providing service in the community. In this lesson, students will have the opportunity to put all of their new learning about valuing others' perspectives and all of their new teamwork skills into practice. They will also have an opportunity to find out about their community (defined largely or narrowly) and what community needs they might help to meet. Finally, they will develop and implement a community service project based upon real community needs.

Objectives

- Select, design, and implement a community service project as a small group.
- Engage in discussion with others and reach synergy (win-win, consensus, and the third solution).
- State a personal perspective clearly and respectfully.
- Interview others to determine their perspectives.
- Demonstrate empathic listening.
- Employ conflict resolution skills.

Teacher's Notes

Preparation and Materials

- A timeline for this 4- to 6-week process.
- A recent newspaper article that either describes a real need in your community, or how some person or organization is working to help make your community a better place.
- *Needs in Our Neighborhood — Serving the Community* and *Quality of Life Indicators* handouts copied back-to-back for each student.
- *Quality of Life Class Presentation* handout copied for each student.
- *Community Service Project — Personal Records* made into a transparency, and copied for each student.
- *Community Service Project — Personal Records Evaluation* copied for each student.
- Students assigned to groups of four.
- *Serving the Community — Action Plan (2 pages)* made into a transparency.
- *Serving the Community — Action Plan* and *Serving the Community — Action Plan Evaluations* handouts copied for each group.
- *Team Presentation of Results Evaluation* handout copied for each group.
- *Creating a Survey* handout copied for each group and made into an overhead transparency.
- Campfire transparency.
- Arrange the room to accommodate small group work.

Adult Reflection

When have you experienced synergy in class? In school? Outside of school? What was your role in creating the synergy? Was it reached primarily because of another person? What did she or he do or what qualities did he or she bring that supported synergy? What did it feel like to be part of a synergistic group?

Anticipatory Set

- Read a newspaper article aloud to students that illustrates a community service project or a need in the community. Ask them to discuss the situation, organization, and persons described in the article. Explain that in this lesson, they will be researching social needs in their community (or school, or neighborhood) and developing a service project to address one of them.

Activity

Individual Research

- Have students research their community to determine areas where the quality of life is not what they would like it to be. They may use the *Needs in Our Neighborhood* and *Quality of Life Indicators* handouts, searches of newspapers and other media, and interviews and surveys of others to determine potential areas of improvement in their school or broader community. Each student should complete not only the handout, but also prepare a poster highlighting findings and featuring the areas determined to contain the greatest needs.
- The students are to compile the information and create a poster for display in the classroom. If there are opportunities for students to serve as volunteers for the agency, this should be highlighted on the poster. Include all relevant information from the information gathering. Posters will be displayed and short classroom presentations explaining each will be made.

Writing Assignment

- Tell the class the following —
    - You will be working in teams of three or four to complete a community service project.
    - One of the most powerful ways for people to grow is to reflect on their experiences and actions. Since the community service experience is meant to be one of growth, the opportunity for regular reflection is critical.
    - Display *Community Service Project — Personal Records* transparency on overhead projector.
    - In your journal create a section called *Community Service Project — Personal Records* to provide a place and opportunity for daily reflection about your experiences, thoughts, challenges, and accomplishments. Record your thoughts and reflections at least four times during your service project. You need to show that you understand the ramifications of community or environmental issues, events, or services on specific populations.
    - Be sure to write about questions 1–6 on this transparency. You may also write about questions A–C.
- Discuss the *Community Service Project Personal Records* transparency. All students are expected to write about questions 1–6. Any may write about ideas A–C.
- Distribute *Community Service Project — Personal Records Evaluation.*

Cooperative Learning Group — Designing the Service Project

- Assign students to groups of three or four according to the resources they have available to them. These groups are to select one area for which to develop a community service project. Remind students to use all of the skills they have been practicing in these units on perspective (stating own perspective respectfully, accepting that others have different viewpoints that are just as valid, empathic listening, resolving conflicts, thinking win-win, seeking the third solution, and consensus building) in selecting a need area that is of interest to each member of the group. Begin by discussing and recording a list of personal strengths, talents, and skills that each member brings to the team. Identify at least five for each member.
- Considering the abilities of all of the team members, select a service project area that best uses as many of them as possible. After selecting a need area, team members should do additional research into what organizations are currently meeting community needs in the area they selected. They should interview people in these organizations to determine where their team might support current efforts to better meet needs or to get ideas for new projects that might be developed.
- Students may create a survey for gathering information from the service agency they are reviewing. If possible, visit the agency site and make firsthand observations of the services they offer and the population they serve. They may use the *Creating a Survey* handout to help.
- After the information is gathered, the team will discuss findings, brainstorm community service project ideas, and select one that their team will implement within the next 3 to 5 weeks.
- Using the *Serving the Community Action Plan* handout, students will develop action steps, timeline, responsibilities, and evaluation criteria for their project. Examples of goal statement might be: "Improve our school tennis courts by resurfacing them before March 1" or "Improve sanitation and safety by implementing a publicity campaign about proper pet control" or "Improve the beauty of our neighborhood by planting and maintaining a flower garden in the empty lot by the courthouse" or "Support senior health and nutrition by delivering 100 meals through Meals on Wheels" or "Assure that food is available at the food shelf for holiday needs by collecting 1000 cans of nonperishable goods by November 15th."

- Each team will review its action plan with the teacher for suggestions and approval before students begin implementing action steps. During service project, students are to record their learning in their journals at least four times (see Writing Assignment above).
- As projects are completed at the time set by the teacher, the students will present their projects. All members of the team are to be a part of the presentation. They should identify the goal of their project, what agency or organization they worked with, who benefited from the service and in what way, and their personal learning or reactions to the project. The presentation should be 5–10 minutes long.

Assessment

- Each project component will be self-evaluated and evaluated by the teacher.
    - *Needs in Our Neighborhood* is an individual assignment with an individual evaluation.
    - *Serving the Community Action Plan* form is a team assignment with a team evaluation.
    - *Community Service Project — Personal Records* is an individual assignment.
    - *Team Presentation of Results Evaluation* is a team assignment.

Closure

- Display the campfire transparency and ask students how it relates to their efforts to serve their community.

Needs in Our Neighborhood — Serving the Community

What's the Problem?

Ask yourself that question for each of these topics. Decide which ones you might want to work with or create a topic of your own. Mark the topics that interest you.

Community Concerns

- School
- City growth and development, land use
- Vacant lots, use of buildings
- Beautification projects
- Animals and wildlife
- Garbage

Technology and Space

- Communication
- Medicine, medical research
- Industrial advances
- Other inventions and projects
- The future of technology and space

Value Systems

- Money
- Economic growth
- Human rights
- Ethics (morals and beliefs)
- Religion
- Censorship

Governing Agencies

- Transportation
- Law enforcement and justice
- Education
- Business and labor
- Lawmaking agencies and governments
- Social agencies
- Public safety

Peace

- Weapons and gun control
- Safety and accidents (including industrial)
- Terrorism
- Disasters (earthquakes, floods, fire, storms, etc.)
- Disease

The Environment

- Energy production, energy use
- Natural resources
- Pollution (air, water, land, noise)
- Weather
- Garbage

Leisure Time

- Sports
- Games
- Recreation
- Vacations
- Hobbies
- Arts and literature
- Styles and trends

Social Concerns

- Family
- Friends and social relationships
- Human development
- Population
- Ethnic groups
- Clothing
- Shelter, abandoned houses
- Homelessness
- Employment, unemployment
- Public health, nutrition, hunger, mental health

Choose three of the topics you marked as interesting. Consider what you know about the needs in each area. Identify where you might get more information about each of the three topics such as newspapers and other media, interviews and surveys of others, and personal experience. The goal is to identify three or more specific needs related to the three topics and identify the source of that information. Document your information on *Quality of Life Indicators* handout.

Quality of Life Indicators

Reflect on your knowledge of the community and its quality of life in the three areas you selected. Use people you know, local news, local issues, and your own experiences to summarize the quality of life indicators or needs. These are to be preliminary findings and not in-depth analysis of the issue.

1. List your three topics.
2. Collect and state three or more findings for each area.
3. Record the source of information (your own experience or impression may be one source).
4. Use one space for each finding.

Topic	**Findings**	**Source**
1.		
2.		
3.		

Choose one of the topics that you investigated to present to the class. Consider what needs could be met in the next month by a community service project. Create an 11 x 17 inch poster that clearly identifies the topic, and provides a summary of your findings and sources. Plead the case for the need for a service project to address the needs you uncovered. Prepare a 2-3 minute speech to advocate for the cause.

The poster and your plea should be ready and in class by ____________.

Quality of Life Class Presentation

Evaluate your project before the class presentation. Attach your *Needs in Our Neighborhood* worksheet and *Quality of Life Indicators* worksheet. Give both to the teacher as class begins.

Y = yes

N = needs improvement

Self		**Teacher**
____	The topic is clear.	____
____	The need(s) is identified.	____
____	The presentation accurately represents the preliminary findings collected.	____
____	The sources for the findings are identified.	____
____	Conclusions and recommendations are supported by the findings.	____
____	Information presented is sufficient to help others make decisions about pursuing community service or social action projects in this area.	____
	Overall Evaluation	____

Community Service Project — Personal Records

Questions to consider

1. What have we done? Specifically, my responsibility was….
2. What effect upon people are we striving for?
3. How does the issue we are addressing impact people?
4. How is our project or service affecting others?
5. How do I feel about what we are doing?
6. What have I learned from what we are doing?

Other questions that may be considered

A. What is one perspective I observed that is different from my own? Why might the person have that perspective? How did I react to person as a result of his or her perspective? How was my thinking expanded as a result of thinking about his or her perspective?

B. What is the hardest part of our project? Why is it hardest? What strategies am I using to make it better or easier? How is the team working together in successfully completing our project?

C. Are we really making a difference? (Give examples of how.) Are the benefits worth the time we're putting in? Am I benefiting personally?

Community Service Project — Personal Records Evaluation

E = excellent
S = satisfactory
N = needs improvement

Self		**Teacher**
____	The personal records contain an adequate record of the work the student accomplished through regular entries.	____
____	The ramifications of services for a specified population are described.	____
____	The services provided and their effects are regularly linked to goals for the service project.	____
____	The personal records reveal what the student has learned.	____
____	Accomplishments and achievements are clearly noted.	____
____	The student critically evaluates overall performance and effectiveness of the project.	____
____	The method for evaluating effectiveness of the project is valid.	____
	Overall Evaluation	____

Serving the Community — Action Plan

Team Members ____

____

1. Attach a paper listing each member and their personal strengths, talents, and skills that could be used in the community service project. Personal strengths include organization, humor, physical strength, responsibility, good management, time, money, connections with people, access to a car. Talents include musical, athletic, artistic, dramatic, cooking, creative thinking. Skills include reading, public speaking, computer ability, problem solving, interpersonal, writing. These are not the only examples.
2. What is your service project?
3. Write a goal statement for the project.
4. Why is this project important?
5. Complete the Action Plan on the back.

Agency or organization we are working with ____________________________

The contact person we are working with ____________________________

The phone number of the contact person ____________________________

The estimated time you will spend on the project ______________________

Does this project involve money? YES NO If YES, who's accountable? ____

Teacher conference —

Date __________

Project is adequately planned YES NO (If NO, attach comments)

Are there requirements specific to this project or this team? YES NO
(If YES, attach comments)

This project is approved to begin ____________________________
teacher signature

Serving the Community — Action Plan

Action — What needs to happen for the project to succeed?

Timeline — When must each step be done?

Persons Responsible — Who from the team will be do the action described.

Outcome — How will the team know when the action is completed? What do you want to have happen?

Use as many lines for each action as needed.

Action	Timeline	Persons Responsible	Outcome

Serving the Community — Action Plan Evaluation

Y = yes
N = needs improvement

Self		Teacher
____	The project is clearly described and related to the quality of life indicators, and the strengths, talents, and skills of team members.	____
____	The goal of the project is clearly stated.	____
____	The importance of the project is clearly stated and appropriate for the project selected.	____
____	Collaborating agency or organization information complete.	____
____	Steps to accomplishing the goal are realistic and attainable.	____
____	The timeline is realistic.	____
	Overall Evaluation	____

Team Presentation of Results Evaluation

Y = yes
N = needs improvement

Self		**Teacher**
____	The presentation accurately presents the information and data collected.	____
____	The presentation represents thorough and comprehensive research in indicator area.	____
____	Conclusions and recommendations are supported with evidence.	____
____	Information presented is sufficient to help group members make decisions about pursuing community service or social action projects in the indicator area.	____
____	All members of the team participated in the presentation.	____
	Overall Evaluation	____

Creating a Survey

What is the purpose of the organization?

What population do they serve?

How do the services they offer affect the population they serve?

How do they determine the level of service they provide?

How are they addressing the community issue? What do they do about it?

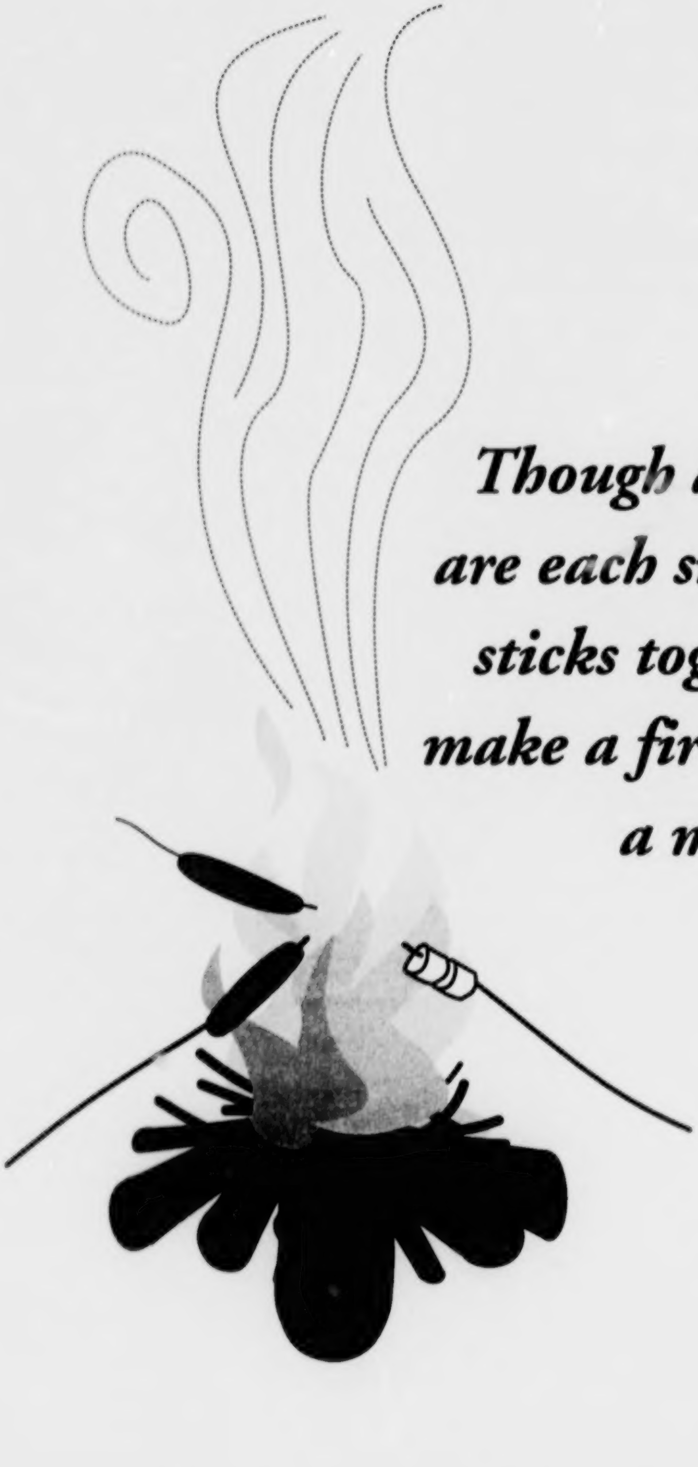
Are there opportunities for volunteer service to the organization?

What are those opportunities?

Who is the contact person if opportunities for service are available?

Add questions that are relevant to the organization and to the concerns that have been identified in class. Contact the agency to determine who to interview. Schedule an appointment and administer your survey.

Notes



Though alone they are each small, many sticks together can make a fire that cooks a meal.

Lesson 20

How What I Have Learned Will Affect My Life

Time

- First sessions: 30 minutes.
- Second session: 30 minutes.
- Third session: 15 minutes.

Objectives

- Identify key concepts and skills learned about perspective and teamwork.
- Choose those learnings that have been most important personally.
- Develop personal learning goals and a plan to reinforce and implement them.
- Share personal growth plan with others.

Preparation and Materials

- *Lessons for Understanding Unit Titles* transparency.
- Mentor selection for each student.
- *Action Planning Sheet — Peer Mentoring* (two parts) copied back-to-back each student.

Adult Reflection

When does new learning become second nature for you? When do new skills feel comfortable and natural? Do you have to practice seven times or ten? What role does desire to change play in how long it takes you? Many people will answer these questions differently. On one thing, however, all will agree: in order to be retained, new skills and concepts must be applied to our own situations and must be valued. Personal reflection is essential to this process. But is there time for personal reflection? Is there time for relearning? Have you developed a personal action plan related to the skills and concepts in these Lessons for Understanding? Would you feel comfortable sharing it (or part of it) with students?

Session 1

Anticipatory Set

- Ask students to record their answers to the following questions and be ready to share them with the class —
  - What was one thing you learned in school in first grade?
  - What was one thing you learned in school last year?
  - What was one thing you studied in school last year that you can't remember right now?
- Have students share some of these with the class. In small groups, ask them to discuss and be ready to share what they think is the difference between learning that is retained and learning that is forgotten. Have a class discussion about the different factors in retention of learning. If they have trouble getting started, you may ask them to think about why people never forget how to ride a bike even after years of not riding. Record some of their ideas: practice, importance, proficiency, enjoyment, thoroughness of learning, uniqueness, practicality, etc.
- Explain that in this lesson, they will be reflecting on their learning about perspective and teamwork and how they might apply that learning to their own lives.

Activities

Pre-Writing Activity

- Display the *Unit Titles* transparency and have students record all learnings and skills related to each. They may look through their journals, notes, and work. Allow 5–10 minutes for personal recollection.
- Ask students to share their ideas with partners and add or amend their lists as needed.
- Working alone again, students should circle those skills and concepts that they think are most important (or may someday be most important) to their successfully working with others. Challenge students to circle at least three or four.

Writing Assignment

- Ask the class the following —
  - How have you become a more effective person as a result of this unit of study? Give examples.
  - Record three of the most important learnings you have had in *Lessons for Understanding*. Think about why you chose them. Why might they be important for you to use or remember?

  - How might your relationships with others be improved if you remember each concept or perfect each skill?
  - What skills and concepts would you like your friends and family to practice when dealing with you?

Goal Setting Activity

- Have students write three of their personal goals related to remembering and implementing learning about perspective and teamwork. Post these around the room so students can see what other students have selected.
- Explain that students will be paired with a peer mentor to be a personal support as they learn to use the skills from *Lessons for Understanding* in their lives. Have students write the names of four students with whom they would like to work and turn these names in to you. Explain that you will try to match names so that everyone has a peer mentor that at least one of them selected. (Students will feel comfortable if they have some input, but the teacher needs to control ultimate pairing to avoid potential discipline problems and to make sure that less popular students do not feel "last chosen.")

Session 2 • Activity

Peer Mentors — Action Towards a Goal

- Using the goals written and the mentor selection requests, establish peer mentoring pairs. Match students according to similarity goals chosen first and then by mentors' names.
- Working in peer mentor pairs, have students develop an action plan to meet one goal using copies *Action Planning Sheet — Peer Mentoring*. These plans are copied by their mentor so that each student has his or her own action plan and that of their mentor.
- Give students a due date for completion of action plans and explain that they will be collected and evaluated.

Session 3

Closure

- Have students discuss how the world might be improved if all people took a class on perspective and teamwork. Ask them to think of ways that they might teach (or lobby for) this type of class in school, home, or the community.

Assessment

- Collect *Action Planning Sheets*, but do not grade quality of work. Have students evaluate their own action plan (this may be graded and recorded or not).

Lessons for Understanding — Unit Titles

Unit A

My Perspective

Unit B

Other Perspectives

Unit C

Accepting Others

Unit D

Working Together

Action Planning Sheet — Peer Mentoring

Goal ______________________________

____

Action steps to meet goal	When	Mentor can help by	Evaluation
1.			
2.			
3.			
4.			

Action Planning Sheet — Peer Mentoring

For action steps, consider the following —

- Schedule practice of a skill.
- Develop a memory book for a concept so that you will remember it when needed.
- Teach a skill or concept to someone else.
- Ask friends and family to remind you of skills or concepts that you are trying to implement.
- Create a visual reminder.
- Rehearse doing it "right."

The mentor can help in many ways. Consider —

- Watch for times you do it or might have done it and didn't.
- Help you get ideas.
- Observe your practice and provide feedback.
- Remind you of timelines or commitments.
- Provide encouragement.

Evaluation —

I identified a goal. YES NO

The action steps were well planned. YES NO

I improved because I performed the action steps. YES NO

My mentor was helpful. YES NO

How will you know that you have successfully completed each step?

What did you learn?

How might that change the rest of the action steps listed?

Teacher's Notes

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